

The JOURNAL of EDUCATIONAL SOCIOLOGY

A Magazine of Theory and Practice

VOL. 16

APRIL 1943

No. 8

EDITORIAL

The November 1942 issue of *THE JOURNAL OF EDUCATIONAL SOCIOLOGY* began its editorial with these quotations: "We are United Nations at war." "Peace must lead to a cooperative world order with the four freedoms for all people."

Readers of *THE JOURNAL* are concerned with the problems of translating this hope into reality. They, therefore, are interested in keeping abreast of any community organization that shows effective progress in this direction.

It is the purpose of this issue to review the significance of consumers' cooperation in relation to the groping of men everywhere for a way of life that meets the practical and ethical needs of the day. Cooperators believe that the world we will have tomorrow is being fashioned in our day-to-day relationships now. They believe that international cooperation is feasible only as a foundation for cooperative attitudes and methods exist within each nation and within each community. They believe that consumer cooperatives are unique in providing the mechanics for applying principles of equity, universality, and brotherhood in everyday business. They believe in "atomic action"—in tackling the problems that face all men as soon as two or three are ready and willing.

The authors of this series of articles have all had firsthand experience with the impact of consumers' cooperation on the community, either as educators who have made a point of following the development of the cooperative movement closely, or as educators on the staffs of the movement itself.

An attempt has been made to summarize the place of consumer cooperatives in the American scene, to analyze the ways in which cooperatives

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function as an educational force in the community, to sketch the educational philosophy and methods used within the movement itself, to interpret the ways in which teachers find that a study of consumers' cooperation contributes to the vitality of the curriculum, and finally to outline several problems of education on which the leaders of the cooperative movement would welcome help.

Except for the youngest members of the profession, teachers are likely to remember that "cooperatives" received all of a paragraph in their textbooks which summed up to about this: "Consumer Cooperatives are democratic forms of business enterprise which appear to have made an important contribution to the public welfare in England and the Scandinavian countries, but which have never developed extensively in the United States." The information in the pages which follow will reveal that any one whose knowledge of the cooperative movement is limited to such a recollection from his student days has a lot of catching up to do.

One of the country's leading publishers has a list of twelve books dealing with cooperatives. The libraries of our major educational institutions have dozens of references to cooperatives in their files, and any one trying to keep abreast of current books and magazine articles dealing with the co-ops finds himself hard pressed.

The National Education Association and the Progressive Education Association both have standing committees on consumers' cooperation. The impressive range of endorsements by all variety of church, school, farm, labor, and political groups and leaders is convincing evidence that the cooperative movement transcends partisan issues.

Our basic value of democracy, with authority vested in the people instead of in a state or ruling class, is slowly demonstrating its power in controlling the direction of American social change. We had to borrow our basic institutions from foreign cultures. Slowly the autocratic patterns of family, school, the army, and business are yielding. The change necessitates inventions of new social patterns and organizations. The democratic surge is still pressing on inconsistencies among our institutions. The consumer cooperative movement is an important part of this trend.

Next year will mark the hundredth anniversary of the launching of the first cooperative to use the now world-famous Rochdale Principles. Many would concede that cooperatives offered a *better way* of organizing business in the public interest in the early days of the Industrial Rev-

olution. Many are coming to feel that cooperatives are an *essential way* of organizing business if today's available abundance is to be distributed and democratic relationships and controls extended in the process.

Perhaps not all readers of this issue will agree, but most will be interested in knowing more about a movement which claims to offer the world an economic alternative to statism of the left or of the right and backs its claim with the inspiring evidence of having made it work for a century.

ROBERT L. SMITH

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COOPERATIVES, AN AMERICAN PATTERN

G. J. MCLANAHAN

We know that social change is inexorable and that, even if we wished to, we cannot turn back. Change will grow out of the past toward the aspirations of the people. Before we begin to chart what this course is likely to be in the economic field, it would be well to take note of certain governing factors. These factors will in a large measure determine not only the direction but also the success of the method that America chooses.

1. *The method adopted must solve certain definite problems.* It must be able to eliminate unemployment, make depressions impossible, and guarantee to every man the necessities of life if he is willing to put forth a reasonable effort to obtain them. These are absolutes. There may be some groping around to find the method that meets these requirements and valuable time may be lost but, like a lodestone seeking its polar point, the people of the world cannot stop until they find a total solution.

2. *The method chosen must be within the framework of a collective or interdependent society.* We live in a world that has shrunk so small that to try to live in isolation is simply to guarantee disaster. The whole trend of the last 25 years is proof of the folly of isolationism. Methods that deny this need of working together may be tried but, because of their unworkableness, they will be dropped. We can only hope that disas-

ter is not brought down upon us while still clutching the old idea that it is noble to live alone.

3. *The method adopted will follow the cultural pattern of America.* It will be an evolution out of our past and will bear many of the traces of our earlier customs and mores. Biological life and civilization both show evidences of advance through mutations, but in the main the logical evolutionary pattern is the one that is adhered to. Inventions are new combinations of old elements. Cultural elements are borrowed only when they are related to accepted patterns. Culture changes through persistence and accumulation.

IS THIS THE ROAD?

Having set down these conditions which will determine the road we must and will take, the question can now be asked, "What method meets these requirements?" It will undoubtedly be one that combines many patterns. Not only has this country been a melting pot for peoples, but it has been a melting pot of ideas and the future is bound to be the result of the fusing of many past beliefs and practices.

Already we can begin to discern certain of the patterns that are forming in the fabric of tomorrow's method. More and more is the consumer cooperative movement being recognized and brought to the fore because it seems to measure up to the requirements of the road ahead.

1. The cooperative movement has already given evidence in Finland and Sweden that it can solve the problem of unemployment and depression and provide for an equitable sharing in the resources of the nation. Risto Ryti, Governor of the Bank of Finland, said in 1939 "Cooperatives control the price level in Finland." The *Monthly Bulletin* of the Bank of Finland reported that in August 1936 there were 996 unemployed in Finland and owing to the disappearance of unemployment the compilation of statistics was discontinued. It is an economic system that works. It differs entirely from the present system in that it is a cost system rather than a profit system and in that it starts with the consumer and not the producer. In these revolutionary principles, it has the possibility of succeeding where the present system can no longer function.

It proceeds in this fashion. People come together as consumers—they decide on what they need. They buy these things for themselves. Then they begin to make them in their own factories. Any amount above cost in any of these transactions goes back to the people themselves. Since

production is always for needs and use, and since there is no limit to our needs, there is no unemployment. Since people always buy back and use what they produce, the cycle of depression disappears. And with a distribution of all above cost, there is an equitable distribution of the resources of the nation.

2. The cooperative movement is a road on which we can all travel. It is within the boundaries of a collective or interdependent society. By very nature it promotes integration. It is people working together. Membership is open to all. The union can be lasting because people unite as consumers, a basis on which there is no division of interest. There is in the practice of the cooperative movement a working out of the principle of brotherhood, the only basis on which social and economic life can ever be made secure.

3. The cooperative movement is in keeping with American traditions. It is an American pattern. From the time of the first barn raising and husking bee down to the present time, people of this country have worked together, side by side, in the give and take of grass-roots democratic action. They have believed in and fought for democracy and have had a deep appreciation of the rights of the other man. They have had a real sense of independence, a desire to do for themselves rather than have others do for them. Yet at the same time no people has a greater tradition of mutual aid.

All of these are virtues that are embedded deeply in the cooperative movement. It gives full expression to these desires or drives of the American people. It is in itself a continuation of the barn-building technique of working together. It provides a method by which the belief in democracy can be satisfied in both political and economic life; it places people before money and exalts personality; it promotes independence by challenging people to help themselves, and yet it encourages mutual aid by giving its highest rewards to those who give the greatest help to their neighbors.

OTHER ROADS ARE STRANGE

The cooperative movement has many virtues that make it seem more desirable than other methods which now contest the field. In one way or another they do not measure up. But their greatest failing is that they do not follow naturally from anything that has gone before. We have had no Lenins or Trotskys grieving in political exile for 20 years; we

have had no peasant class that has been ground under the foot of an oppressive and hated czar to make communism a natural choice. We have no stomach for dictatorship of our economic life and we have a basic belief in the freedom of the individual which provides rough going for fascism. We have a distaste for rule by civil servants, and we have always been a people who prided ourselves in being able to run our own affairs—two attitudes that should work against a reduction of government control over economic life after the war.

We may seize upon one of these philosophies as a way out of our present dilemma, but it will only be a choice for the moment. One can have great faith that American culture will eventually choose a more cooperative and a more democratic pattern. The causes that will lead us inevitably to such a choice are already set deep in our national being.

THE CLIMATE CHANGES

All of what has been said before may now lead to this question, "If it is so certain that the cooperative movement fits the American pattern and will eventually be a dominant factor in economic life, why has it not been chosen long ago?" In answer to that, I would say that while the soil has always been fertile, not until the present time has the climate been favorable.

Until recent years in this country, business as usual worked well enough. There was employment for most; depressions were not too frequent or too serious, and with enterprise every person could make a large enough income to cover necessities. There was no need, with continually expanding frontiers and markets, to adopt a different system of economy. To the extent to which expansion of capitalism diminishes, the necessity for a cooperative form of economic life increases.

There is evidence for this point of view from a study of cooperative development in Europe. Cooperatives caught hold earlier and grew faster in England, Sweden, Switzerland, and other countries because those countries reached a stage in their evolution where cooperatives filled a real need, and the boundaries of Europe became fixed long before they did in the United States, forcing the people to move much earlier toward a collective or interdependent type of economy. Sometimes the answer is given that cooperative stores have not developed more rapidly in the United States because the chain stores filled the need for low-cost distribution of merchandise, and there was, therefore, no place for the co-ops.

This view does not take into consideration the fact that there were co-operative stores in this country long before the chains were heard of. They simply did not grow because the climate was not ready for them. The chain stores expressed the philosophy of a growing limitless-frontier economy much better than did the cooperative.

To put it another way, a country begins to develop cooperatives when private or individual effort can no longer succeed of itself. More simply stated, a country eventually reaches a stage when the time is ripe for the development of cooperatives. It will develop them thereafter at a speed in proportion to which its traditions have been those of democracy, self-help, and mutual aid—basic American values.

WHAT ARE THE FACTS?

If the above arguments are at all valid, cooperatives in this country should have been making their most rapid strides in the last twenty years, or since the private profit system began to fail in its function of serving the people. A glance at the record shows that this has been the case. Cooperatives in America have been growing at an amazing rate since the period directly after World War I. From a few scattered organizations in 1920, there are today over 22,000 cooperative associations with a membership of more than sixteen million people. A large number of these cooperatives are federated into strong national organizations for united action, the Cooperative League for education and publicity and National Cooperatives, Inc., for pool buying and manufacture.

Detailed statistics as quoted in the pamphlet, *Here Is Tomorrow* by Wallace J. Campbell, are even more impressive:

One sixth of all the farm supplies purchased in America are handled by consumer cooperatives. Seven hundred thousand farm homes get their light and power from consumer cooperative rural electric associations. Thirty-one hundred co-op stores from Maine to California and from Florida to Washington supply merchandise to half a million families. A thousand food stores from coast to coast specialize in uniform "Co-op" label groceries, bringing better living to consumers through more dependable quality or lower price. Fifteen hundred co-op service stations furnish co-op gas and oil to another half million co-op members. Half a million families have insured their lives, their cars or their homes in consumer-owned insurance companies. Another six million have insured their farm property in small insur-

ance mutuals. More than $3\frac{1}{2}$ million people are members of Credit Union Cooperatives for the purposes of borrowing and saving.

The methods of cooperation have proved successful in nearly every kind of enterprise—housing, telephone service, cafeterias, bakeries, credit unions and banking, book stores, health cooperatives, burial co-ops, eating clubs and cleaning and pressing establishments, recreation associations and camps.

Impressive as they are, however, statistics do not carry the whole story. They can never tell the human side, and it is a virtue of the cooperative movement that it does have a human side. It has been characterized as a business with a heart, and any one who has seen it at close range knows what it has meant in bringing self-confidence and new hope to those who have despaired of a better economic future. It has helped people in every corner where it has grown, and its future as a rebuilder of depressed and blighted areas is only beginning. Throughout the entire southeast, once characterized as America's greatest economic problem, the cooperative movement is slowly building and is becoming widely accepted as a pattern for the future.

In spite of wartime handicaps, cooperatives are continuing to grow at a rapid rate, and, with the entry into manufacturing on a broad scale, they are becoming an increasingly important factor in the national economy. Whether they can take over fast enough to avoid the necessity of the Government's continuing to control the economy after the war to prevent a collapse in our economic system is doubtful.

TRENDS OF THE MOVEMENT

Development of cooperatives in this country so far has been chiefly in rural areas. Only in the east has there been any extensive growth in urban centers. This has led some people to the conclusion that it is likely to remain a farm movement. That this is an unsound view is evidenced by the fact that cooperatives in Great Britain have had their greatest growth among the working people of the cities. It is fair to draw the conclusion from this that the movement will grow just as well in city streets as in country lanes and that shortly we may well see a rapid spread of the cooperative idea in our city centers.

In fact, had it not been for fortuitous circumstances that resulted in the widespread failure of cooperatives among laboring groups back in the early part of the century, it might just as well have been that the

greatest growth today would be among labor people rather than among farmers.

In examining reasons for the slowness in the development of cooperatives here, one needs to look into the national psychology. By and large the farmer, the worker, and the professional people have always thought of themselves as producers. The national tempo and emphasis have always been on production and only lately have we begun to think of ourselves as consumers. This is partly due to the fact that geographically we are reaching the end of production possibilities, and partly due to the fact that we are reaching national adulthood and beginning to realize that the primary end of living is not to make things to sell but to consume and enjoy the things that we produce.

The richer cultural background of the people abroad and the fact that their producer world was staked out to the limits many years ago all plays into their having become consumer conscious much earlier. There were not so many opportunities to increase one's income through higher wages or by working harder. An increase in income was more likely to come through saving on expenses. This made the cooperative, whose aim it is to reduce costs to the consumer, a natural means of expression. As the opportunities in this country to increase income by simply taking off one's coat and working harder become less and less, we may expect an increasing consumer consciousness and, consequently, a more rapid turn to the cooperative movement.

Though the world movement is nearing its first century mark, the movement in this country, excepting sporadic growth, is less than twenty-five years of age. It is only now finding its strength and making ready to take its place on the national scene.

—AND INTO THE FUTURE

America with the rest of the world finds itself at a dead-end road. It must choose another way ahead. Culture and tradition point to a cooperative pattern. This development can be rapid because the soil is fertile, and the climate is at last favorable. It has been said that there is nothing

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more inevitable than an idea whose time has come. Today there is a growing body of people who believe that the cooperative movement is one of these ideas whose time has arrived—or at most is but a few years away.

THE CONSUMERS' COOPERATIVE AS A COMMUNITY EDUCATIONAL FORCE

EMORY S. BOGARDUS

In Maynard, Massachusetts, a town of 1,500 families, about 1,200 of these families belong to the United Cooperative Society.¹ In northern Wisconsin and in Minnesota the writer has visited towns in which as large a proportion as in this New England town are members of their respective cooperative associations. In rural districts of Ohio and Indiana and in Kansas and Nebraska the proportion of farmers in a given rural community who belong to cooperatives is also high.

The consumers' cooperative is universally made up of people who live in specific communities. Practically all consumers' cooperative associations are limited in their membership to the physical boundaries of a community. The cooperative in its geographic connection is distinctly a community institution.

Another tangible community tie-up of the consumers' cooperative is found in one of its universal principles; namely, the principle of returning a portion of its net earnings to its patron-members, who are also community members. The "profits" of a consumers' cooperative are returned to the community through patronage refunds. For example, on the first of April in every year the town of Maynard, Massachusetts, "is visibly enriched by some \$20,000 that are paid back in cash patronage refunds by the United Cooperative Society to both members and non-members." In a community of the size of Maynard, this is a large sum which is a great boon to the people and which they would not receive were it not for their consumers' cooperative. Thus, both geographically and economically a consumers' cooperative is distinctly a local community institution.

¹ For an interesting account of the relations of a consumers' cooperative society to its community see *Maynard Weavers*, the Story of the United Cooperative Society of Maynard, by Frank C. Altonen (Maynard, Massachusetts, 1941).

In the forementioned capacity the consumers' cooperative plays an indirect but significant educational role in the community where its members live. It sets an example of a thoroughly democratic way of doing business. It puts the American political principle of one vote per member into operation in the economic field in every locality where it functions.

The consumers' cooperative puts the American principle of free enterprise, individual initiative, individual ownership of property, and individual responsibility in economic life actually to work in the community through its own example. It teaches people in the community to rely on their own abilities. It utilizes the concept of fair and free industry. It spreads ownership. It makes employees owners of property and adds to the security of all its members, and hence to the welfare of the community.

COOPERATIVE BUSINESS IS UNIQUE EDUCATIONAL EXPERIENCE

When workers become owners of a cooperative business they undergo unique educational experiences. In a New Jersey community composed chiefly of shipyard workers, where a cooperative was formed recently, the workers found themselves in the role of employers. For many it was a new experience to be both employee and employer at the same time. As owners of a cooperative they faced the problem of determining wages from an angle entirely new to them. The questions arose as to what is a fair wage and what should be paid to the employees of their cooperative store. They took the discussion club approach. Should they pay their store manager as high wages as they were receiving? What kind of business is this that they are conducting? What is being paid in this field? How much business volume will there be? What can the business afford to pay? All these questions indicate the kind of education in business methods that these cooperative employers were undergoing while at the same time they were still labor-union members.

In a given California community the cooperative association is composed about equally of townspeople and ranchers (the latter include farmers from the Middle West). Many of these urban and rural people are learning to work together for the first time. Moreover, the membership includes professional people, a lawyer or two, doctors, and teachers. There are employers and employees. Altogether these people are enjoying some startling experiences in working as mutual owners of a business enterprise operated on cooperative principles.

Thus, the consumers' cooperative is one of "the few community institutions that draws its membership from a vertical cross-section of the community and translates it into a harmonious horizontal plane of action."² Many cooperative associations from North Carolina to the State of Washington are composed of both vertical and horizontal cross-sections of a community, but a psychological process is at work in all of them that tends to produce "a harmonious horizontal plane of action." The resultant changes in attitudes are expressed by a professional man: "I have met and spoken to these residents in my community, but have not thought too highly of the ability of some of them. In our cooperative society meetings I have forgotten the differences in our occupational levels. Several times I have been surprised in our board meetings at finding all distinctions completely removed and that we are mutually respecting human beings seeking the solutions to common problems. It must be the cooperative principles that effect the transformation."

ENDS AND MEANS COINCIDE IN CO-OPS

A noteworthy result of the cross-sectional community nature of numerous consumers' cooperative societies is that consumers and producers are brought together in mutual action. Not all but a considerable portion of the membership in some of these societies are producers of goods and services who are having their initial experiences in catching the consumers' viewpoints. Having always put the producers' interests foremost and having more or less ignored consumers as the universal members of society, they now look at themselves and their work from the other end of the economic telescope. They see themselves as servants of consumers. In making comparisons of the producers' and the consumers' attitudes they perceive the importance of working out adjustments from a point of view objective to both.

The producer members of a consumers' cooperative society give the consumer a fresh viewpoint of the attitude of producers, while they themselves are being educated concerning the consumers' viewpoints. Since a consumers' cooperative is regularly engaged in buying from producers, if not actually engaged in production, and distributing goods to consumers, membership therein affords an opportunity to see economic ends and means functioning as a unity. At least a small proportion of the

² As succinctly stated by Robert L. Smith, Education Director of the Eastern Cooperative League.

membership recognize that the cooperative movement is unique and compelling in that it represents in itself a high "coincidence of means and ends." As a result they acquire new visions of cooperative economics and of their possible role in it. In the consumer economy human needs are represented by consumers and the meeting of these needs by production. Thus consuming and producing are the complementary parts of a single and naturally cooperative process.

The consumers' cooperative increases the cooperative spirit in its community. It sets cooperation over competition. It brings all its community members including its employees into one cooperative effort on a democratic plane of community living. Its principles and procedures disseminate the idea throughout the community of getting ahead together. It consistently opposes the ridiculous practice of every one trying to get ahead by bowling over others or of getting ahead of others instead of getting ahead with all others. It is an institution that teaches good will by example more than by precept.

DO COOPERATIVE VALUES CARRY INTO COMMUNITY RELATIONSHIPS?

A vital question of educational import may be raised at this point. The answer is not yet forthcoming, for lack of adequate research. The question is: "How far is there a carry-over of the cooperative spirit which the members develop in their association's activities into the other social contacts that the members have in community?" Some cooperatives are criticized because their members are able to meet a variety of needs within a well-organized and multi-activity association, and as a result tend to neglect their larger community obligations.

On the other hand the best developed consumers' cooperatives are showing a marked trend in the opposite direction. The alert cooperative takes an increasingly active part in the welfare of its community. It is represented at important community functions. It encourages its members to play active roles in as many specific activities as possible. They are expected to wear the twin pine emblem of consumers' cooperation either actually or figuratively in all their community contacts.

The growing community activities of cooperative members is well illustrated in the case of a Pennsylvania community in which certain co-operators have taken the lead in the community in the task of preparing to feed possible evacuees from the crowded cities in case of East Coast enemy bombings. Cooperators naturally have taken the lead in food con-

servation work and in storing up surplus food in a food bank for providing hearty meals on the spot at short notice for possible evacuees.

The educational influence of the open meetings and of the discussion groups calls for emphasis.

The discussion groups which are held in homes in various parts of a community are leaven. Members of a cooperative bring nonmember citizens of the community. Whether called discussion circles, advisory councils, neighborhood councils, study-action groups, the educational effects are noteworthy.

The study-action groups, to use the name that was given the official sanction of the National Cooperative Publicity and Education Committee in 1942, discuss all kinds of topics, but do not end in talk. They decide on what needs to be done, and proceed to do it. In eastern Nova Scotia, to cite only one worthy example, the people began several years ago to come together and to discuss their housing problems. After thoughtful discussion over a period of many months some of the members in given communities decided that they could get better housing for themselves by working together. High rents for poor living accommodations have been overcome in at least eight instances in as many different communities where houses have been built cooperatively. Through cooperation these people now live in their own homes which they are paying for through their cooperative housing corporations. The examples set by these activities in different communities are educational object lessons.

Community after community became aware of its problems, developed ideas on how to solve them partly by the thinking and joint activities of their own members, and also acquired a sense of the relationship of their respective communities to the nation as a whole.

ADULT EDUCATION BECOMES DYNAMIC

A sharp distinction exists between adult education as it commonly functions and the adult education of the cooperative movement. In the first case adults come together to acquire knowledge that will be of help to them in getting ahead of their fellows. They seek classes for their own "edification" and enjoyment. In the second case adults come together to discuss how by joining their efforts they can all get ahead together. Cooperative adult education has the dynamic of mutual action constantly stimulating its members. Not only is the channel "always open for converting discussion into action," but every study group meeting is based

on the assumption that new forms of mutual action will result. The discussion takes place with the question ever before it, what shall we do together next?

An increasing number of cooperatives have a thriving recreational program, which in itself is a lively educational factor in the community. Cooperative recreation gives every one social status. It develops no wall flowers. It draws every one into one or more of its singing games, its folk dances, and its handcraft activities. The educational force of cooperative recreation in a community springs from its catching democratic nature, its social wholesomeness, and the fact that it is provided by the participants acting together at minimum expense.

In many countries today, there is a network of consumers' cooperatives in contiguous communities. These cooperatives themselves own regional cooperatives which in turn own and operate a national cooperative. Thus the members of retail cooperatives are able to experience a real sense of relationship between their local communities and the larger region in which they live, and through their relation to the regional cooperative they develop a new feeling of belonging to the larger social whole.

Since national cooperative associations are members of the International Cooperative Alliance, the members of a cooperative in a local community can sense the dynamic relationship between local communities and the world, and a world order in which cooperation will set the limits to competition and in which peacemaking will supplant war making. The retail consumers' cooperative is an agency in the practical education of members of local communities in developing a helpful, wholesome world spirit and organization.

COOPERATIVES LAY FOUNDATIONS FOR A BETTER WORLD

Consumers' cooperatives are demonstration units of the religious principle of the brotherhood of man. As such they are complementary to the work of the churches in their spiritual administrations. They are supplementary too, for they aid in putting the social teachings of religion into operation in community life. They make practical the idealism professed by many church members.

Many cooperative societies through their research committees make systematic surveys of their communities. The latter are studied with an eye to discovering what are the most urgent current problems of the community. These problems are reviewed in the light of considering

which ones can be solved by mutual action of the community's members. In this way people become community conscious.

As people work together cooperatively to solve the problems of a community they develop a better acquaintance with and appreciation of each other. In their mutual struggle to develop a better community they acquire a new community loyalty.

A consumers' cooperative brings the members of a community together under wholesome circumstances. A cooperative functions on the basis of racial and religious and political neutrality. Thus the individuals of a community are relieved of the shortsightedness due to the prejudices that so often blind people to each others' good points. They meet not on the divisive grounds of differences but in the lively and pleasing atmosphere of good will and mutual helpfulness. They are creating peace-making attitudes in local communities far and near.

If there is to be a better world, the beginning must come in the local communities where persons learn to work together, even in business, in behalf of the common welfare of man. The consumers' cooperative is the technique that affords its members exactly this opportunity. It is actually engaged in training the members of communities around the world in working together for each other's welfare even while engaged in distributing and producing economic goods. Thus it is laying the foundations in local communities for a better economic order and at the same time for more just social relationships among mankind.

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RECREATION IN COOPERATIVES

RUTH CHORPENNING NORRIS

"Hey, lookit!" called the smaller of the two little girls. Both of them were leaning against the chain stretched across the entrance to a New York areaway. "Listen," she called again, louder to a group of five or six playing happily three houses down. "If Gracy 'n me's supposed to be in a institution, you got to come to see us." The children's game tells us

considerable about their neighborhood—people get put in institutions which they are not allowed to leave and the rest of us go to see them.

But children's games are not the only ones that betray social patterns. A few years ago a game called Monopoly was very popular with adults. Its name speaks for it, but there are countless others built on the same general design—the exercise of skill and intelligence mixed with a dash of luck to get all of something away from everybody else.

If we take a look at the culture thrown to the surface of our civilization by the disillusionment following the last war, symptoms are immediately apparent. The haunting nostalgia of songs like "Star Dust," "Night and Day," "Smoke Gets in Your Eyes" echoes the "What's the use?" attitude of those frustrated years.

Play and art reflect the values of the civilizations that gave them birth, and the art is great art in proportion to the human rightness of these values. But if the only relation of play and art was to their context, they would be of greater interest to the historian than to the sociologist. Play and art values not only reflect; they help to form social patterns.

We all know about "the Playing Fields of Eton." The little girl who wins a prize with her "recitation" at the age of nine is more likely to grow up a "show-off" than a lover of poetry. The teamwork possible in basketball develops an awareness of what the other fellow is going to do and an alertness to respond for the best interests of both. The cutthroat competition sometimes fostered in basketball develops the "It's O.K. so long as you can get away with it" kind of behavior, later—and often—encountered elsewhere.

A hasty glance at the values on which our present culture is built reveals that we are not, as we like to picture ourselves, entirely a nation of robust, energetic go-getters, overflowing with the milk of human kindness on the one hand and "native shrewdness" on the other.

In the first place, we are predominantly spectators. Figures on the number of people who play baseball and the number of people who watch it would be illuminating. The development of the little theaters has done much to take the drama into the class where people do things themselves, but motion pictures and radio are entirely vicarious and the juke box has replaced the family quartet.

In the second place, we are more often than not viciously competitive. When it is a disgrace to lose and more important to win than to play a good game, hostility and unscrupulousness turn the fun into a grim

struggle. This grim struggle is to be found elsewhere than in misused sports. We have with us the millionaire who would like to have the lining of his stomach back. We have with us the grim struggle resulting in the rubber cartel. All too often we cannot even put on an amateur play without the stimulus of a contest or a tournament. Competition is ingrained in the structure of many games and (unless it is overemphasized) provides a healthy excitement. But competition has nothing to do with the structure or purpose of music, drama, and art. How often we do these things not for the satisfaction of the thing itself, but just to be better than some one else.

In the third place, we are suckers for any kind of a gyp that holds out the hope of something for nothing. The land abounds with pinball machines, slot machines, bank nights, Bingo's, and a chance on this and that, raffles, numbers rackets, to say nothing of what you can get *free* with a box top. This is not the kind of shrewdness that characterized our austere forbears (now doubtless busily turning over and over in their graves).

We let some one else play tennis for us; sing for us, dance for us. We struggle to "beat," fair or foul. We do not disdain "something for nothing." It is obvious where these arrows point and it is not toward democracy.

CHANGED VALUES PRODUCE CHANGED PEOPLE

The cooperative movement does not follow these arrows. It holds that a democracy must have a democratic economy. The establishment of this democratic economy is hampered in proportion as people live "secondhand"; as they do not care what happens to the other team; as they covet the jackpot. In cooperatives people have to run their own businesses. They must use their own intelligence, money, and effort. Personal victories cannot be as important to them as the achievement of common aims. And they must know that this is not to be achieved "for nothing."

The distortion of human nature which the symptoms of our present civilization indicate is a serious hazard. The word "distortion" is used advisedly. This kind of living may be "easy," but it does not fit the human animal. He is not made happy by it. Outside of certain limits it may be true that "you can't change human nature," but inside those limits it is frighteningly malleable. It can be molded into shapes bizarre, sinister, or

beautiful, by relationships, by sanctions and taboos, by our education and the other fellow's propaganda, by countless other pressures.

It is doubtful whether being talked at is one of them. If we wish to diminish this distortion and help establish cooperative values, we must set up situations that will cool the aching ego and give energy and initiative a good workout. And we must set up such situations in every field of activity. Of these, one is recreation.

The first thing we must do is to examine what kinds of recreation are conducive to these ends. The next thing is to consider what sort of leadership is necessary. The third is to develop it.

Folk materials are, of course, the first reservoir to be tapped. Dances that are a spontaneous expression of the gaiety and grace of neighbors who actually liked each other are a heritage from people who knew how to live better than we do. These dances provide a release from tense muscles, tight nerves, and social fears; and they provide it within a rhythmic social pattern. It is recognized that this release is valuable and that the way out of the attendant "whoop and holler" behavior is not through discipline and ill temper but through emphasis on rhythm and pattern.

Folk songs well up from people who love the earth they work. They were sung because people could not help but sing them, not because some one in Tin Pan Alley guessed right on the juke-box market. The best of our popular songs are lovely, but their beauty does not come from the attunement found, for instance, in this Czech song¹:

"Over the meadows green and wide,
Blooming in the sunlight,
Blooming in the sunlight,
Over the meadows green and wide,
Oft we go a-roaming, side by side.

Hey!

Streamlets down mountains go,
Pure from the winter snow,
Joining they swiftly go
Singing of life so free.

¹ This song is taken from the volume *Singing America* which is obtainable for 25 cents from the National Recreation Association, 315 Fourth Avenue, New York City.

Streamlets down mountains go,
Pure from the winter snow,
Joining they swiftly go
Calling to me.

Sweet is the air with new mown hay,
Cooling in the twilight,
Cooling in the twilight,
Sweet is the air with new mown hay
As we homeward go at close of day.

Hey!

Nor do they produce that attunement.

There is a feeling abroad in the land that any game that makes people laugh is a good game. A less superficial inquirer would do well to examine the source of the laughter. Upright and kindly groups who would shudder at the thought of starting an evening's fun with that story about the traveling salesman and the farmer's daughter do not hesitate to do worse things to their members than give them a bit of vicarious Rabelais. They do not hesitate to use "icebreakers" that make one person, or a small group, the butt of ridicule; that intensify the unbearable isolation shy people experience when the spotlight is turned on them; that provide opportunities for the show-off who is almost inevitably in our midst to set himself even further apart from the group—games that are thoroughly divisive in spite of the fact that they do make people laugh. Since cooperatives are interested in breaking down barriers between people, whether these barriers are individual maladjustments like shyness and exhibitionism, or economic, racial, or religious, we choose games which unify a group—such games, for instance, as Name Six.

In this game the players sit in a circle while a ball or any other object is passed from hand to hand. One person either plays the piano or sings, and stops suddenly. Whoever has the ball at this moment is "it." Either the musician or another player previously selected says "Name six objects (they must be objects) beginning with D (or any other letter of the alphabet)." "It" then starts the ball around the circle which passes it as quickly as possible. Before the ball returns to him, "it" has to name six

objects beginning with D. If you have played this game, or if you will try it, you will find that the fun comes from these factors: (1) the absurd words that pop into people's minds, (2) the realization, often verbal, that you can think of words when you're not "it" but you cannot when you are, and are hypnotized by the movement of the ball from hand to hand, (3) the delight on the part of the whole group whenever "it" gets his words out in time, often expressed in applause. The key to this is, of course, that the players are beating a situation and not each other.

An Olympian attitude toward competitive games, however, would be a great mistake. When they have unfortunate effects on attitudes and behavior, the fault lies in why they are played and in how they are played and not in the game itself. They can develop the ability to play with everything you've got and accept defeat without rancor and victory without arrogance.

HANDCRAFTS CAN START THE BALL ROLLING

Did you make it yourself? The satisfaction that comes from making something yourself and the pride of good workmanship is largely denied to people living in a machine age. Nor is it possible or desirable to turn back the clock to the days of hand-pegged houses and hand-woven clothes as a way of producing things. But people still need and enjoy the sense of achievement that comes from hammering a piece of copper into a shape pleasing to them or tooling a design in leather. In the process people develop the freedom that comes from confidence. They also develop the taste for simplicity of line and color; the appreciation of beauty in familiar objects that artists call good taste. It is true that this good taste is not always apparent with the first ring of mallet on pewter, and often more sophisticated tastes shudder at the initial crude and ugly results. But an examination of peasant crafts should teach us that people who have not been spoiled by Hollywood and Grand Rapids develop a style and art of their own that could never have come into being if they had been set to copy other peoples' designs. Many a person has had a tentative interest in crafts killed by some impatient and scornful leader. The social values of crafts are not as apparent as are those of folk dancing and singing and indeed they are probably not as great. They require less social integration, and they do not automatically unify to the same extent. However, they reach people who could not otherwise be interested. Our competitive civilization has conditioned many people to feel that when

they are in a group they must excel or be failures. This desperate push to excel is probably one of the most exhausting emotional states in the experience of mankind, and it is not surprising that we hear people say: "When I want to have a good time, I like to get off by myself. I can't relax around other people." Every one needs and wants time for solitude, of course, but there are people who are incapable of extending the feeling of "this is me" to "this is us." To ask such people to a dance or a rehearse in a play will only squeeze their loneliness more tightly around them. But they can still say "this is me" and weave a belt, and accomplishment and appreciation from others are the first things to relax the tension.

A young man of about twenty who had just lost his job on account of his bossiness and stubbornness came to a cooperative recreation week end. He entered into nothing. He criticized the informality with which things were being run. He succeeded in getting several people to lose their tempers. Finally he picked up a piece of metal and started to make a candle stick. It had good simple lines, was carefully made, and was a really good job. The leader could honestly call attention to it and compliments poured in. A few hours later he was asked by the leader to help some one else solder. That evening he got into games and dancing. Two years later, the leader was pleased to hear him recommended for a ticklish job because "he's so good at working with people."

There is always the danger when telling of a striking instance that it will be thought typical. This was, of course, an extreme case but it is an example of what can happen to all of us on a much smaller scale.

DRAMA REQUIRES HIGHEST GROUP INTEGRATION

If arts and crafts are the most individualized and require and give the least social integration, dramatics demands and returns the most. The absence of one person from a rehearsal can throw the whole cast. So much is obvious. But the interdependence of people who are putting on a play is much more fundamental than that. A play is not the sum of individual performances. It is an organic whole that has grown by the impact of people on each other. That is, it can be. All too often it is not. All too often we start out by having tryouts, thus carefully selecting our show-offs and extroverts and equally carefully eliminating the diffident, the slow, the sensitive. We take the people who do not need it and leave out the ones who do. We then proceed to cast to type. The most popular girl is the

ingenue; the plainest one, the old maid aunt; the shy boy is the shy boy. The results of this can be tragic. A group of young people were putting on a play and they cast one boy as the shy young kid because "it was him to a 't.'" It was a small part and he was at length persuaded to take it on. If the reader will remember or imagine what happens to a shy person, he can understand the torture the boy went through. The muscles of your legs tense. It takes a lot of energy to move those tense sticks around. There is a knot in the back of your neck. You cannot take a deep breath. There is too much blood going up into your ears. They ring. All these unpleasant things happened to this boy in the ordinary course of life. But in the play every one of them was multiplied. Of course, he could not remember his lines. His friends who had thought all this would bring him out decided he was stupid. He developed a stutter. This again is an extreme case, but the same thing in miniature is true in all type casting. It does not provide the opportunity to relax existing tensions. And every one has them.

Our next common blunder is to get a director who may or may not know the theater, but who knows nothing about people or what is happening to them during rehearsals. This director then *directs*. He tells people where to go, how to read lines, etc., thereby eliminating any chance for creative interaction on the part of the cast. A play conducted in this manner only drives deeper existing attitudes and behaviors. But a play that is picked to suit the people who want to be in it, is cast enough against type so that every one gets a chance to be some one other than himself, and is then worked out as a group, with some one sitting as audience representative so that it shall be effective to that larger group when it is given—a play treated in this way can be a powerful tool to dissolve social patterns and orient reconfigurations. It is this method of treating the situation that cooperatives are interested in.

To put on a play, therefore, or to do metalwork is no guarantee that we shall achieve what we are working for. Much depends on the kind and understanding of the leadership. Some necessary characteristics have become apparent in the foregoing but there are others.

1. We do not want a leader and a group. Therefore, each group will want to develop its own leadership, not rely on "professionals."
2. This leadership must not be concentrated in the hands of one person or even a few. It must constantly reach out for others.
3. Leaders must like people. They must care more about what is happening to the group than about how successful they are as leaders.

4. They must know a few materials to start with and keep adding to them so that there is constantly a new challenge for the group. Without this there is the danger of degenerating what were once some friendly inventive people who could enjoy doing many things together into individuals taking only a selfish pleasure in their own skill.

TRAINING SCHOOLS FOUNTAIN HEAD OF PHILOSOPHY AND LEADERSHIP

Such leaders do not grow on trees. They must be trained. The National Cooperative Recreation Training School has offered a two-week course every summer for the past seven years. Approximately 600 students have come to it or been sent by their co-ops from all over this country and from two provinces of Canada. It has consistently been staffed by acknowledged authorities in their respective fields. Some have come and gone, some have come and stayed, but Neva L. Boyd, Assistant Professor of Sociology at Northwestern University from 1927 until her retirement in 1941, has been with the school every year. The school itself is a cooperative. At the end of every session, the students meet to make what changes they desire in the staff and curriculum, to decide next year's location, and to elect a board of directors empowered to set up the next school, etc.

A bird's-eye view of the training picture shows many diversities necessary to meet the varying conditions implicit in rural areas, urban areas, etc., and certain essential similarities. Some units are sponsored and run by the regional wholesales, others by local federations, some by their own students. Length of time varies from week ends to two weeks. Some are specifically for young people, some for all ages. Some of them are geared entirely to the membership, others to include managers, field men, etc. One pattern noticeable in all of them, however, is staff policy. The first sessions of any of these have been staffed, at least in part, by staff members of the National Cooperative Recreation School who are assisted by the more experienced students. A process of continual training of staff as well as local leaders is thus in process. It also assures an underlying unity of philosophy and method.

It is almost impossible to give an adequate picture of the extent to which recreation functions as a part of the whole cooperative movement in this country as there are no statistics available. But there are two important functions which it serves.

The first, and certainly not the least important, is as a part of other

meetings. Some instances of this are the 2,000 young people in Ohio, meeting in youth councils; the many youth groups in Central Cooperative Wholesale. The 1,000 advisory councils in Ohio (adult study-action groups), each composed of several families, include singing, charades, games, etc., at the end or beginning of each meeting. The widespread neighborhood club program in the Midland area has focused interest on community activity and many of these clubs have taken the leadership in developing a community recreation program centering around the community hall if there was one in town or building one, if necessary. Many societies plan a period of recreation as a part of their membership meetings.

Secondly, there are a number of groups either organized as recreation co-ops or to provide a recreation program within a co-op. In the eastern area alone there are play co-ops in New York City, in Boston, in Washington, in Trenton and Ridgewood, N. J., in New Haven, Conn., in Harrisburg, Pa., in Philadelphia, besides many recreation groups using other names. This widespread recreation activity within the cooperative movement indicates a fundamental harmony of purpose. It has not happened accidentally. It has been understood and planned by cooperatives all over the country.

To summarize, we recognize culture as both effect and cause of social patterns. We are not entirely pleased with existing values as reflected in recreation and art expressions. We regard recreation as one tool that can be used to mold cooperative ones. For this purpose we select our materials carefully; we need certain kinds of leadership; we train it.

This is a summary of a half of what concerns cooperators about recreation. It is probably the least important half. One indication of this is that it has taken all these words to talk about it. The other consideration takes three: It is fun.

Ruth Chorpenning Norris is a staff member of the Eastern Cooperative League. Her previous experience includes a number of years in the professional theater with the Theatre Guild, Walter Hampden, and others, and the radio. She has taught in the Department of Sociology of Northwestern University, the School of Applied Social Sciences at Western Reserve University, and the New York School of Social Work. She has served for six years on the staff of the National Cooperative Recreation School. Current interest and activity in the field of cooperative recreation in the East has stemmed largely from the influence exerted by the National School and from the Play Co-op in New York City, in the formation of which her ideas and energy played a leading part. She has obtained a wide acquaintance with the effects of this type of recreation on both rural and urban groups as a result of serving on the staff of district leadership training institutes in various parts of the country.

COOPERATIVE STORE PERSONNEL AS EDUCATORS

RUDOLPH L. TREUENFELS

People interested in the social and economic implications of the consumer cooperative movement often ask: "What is the background of your employees? Do you prefer to entrust your co-op food stores to experienced men whom you try to get from retail outlets in private business, or do you find it possible to use persons interested in cooperative work from other walks of life?"

The answer to this question will vary in different parts of the country and in different local societies and their regional districts. Co-op food stores offer a good example of an enterprise that clearly manifests the basic goals of the movement. We might refer to them in an attempt to examine the qualities that are expected from co-op workers and for an analysis of the educational features that distinguish cooperative outlets from the ordinary run of privately owned business units. What they represent is only one branch—and by no means the most conspicuous one—among the many lines of cooperative business which have been showing a rapid growth over the past few years. Yet even in this one field, practice in selecting and using desirable talent is by no means uniform.

A WIDE-AWAKE GROUP OF MEN AND WOMEN

Let us look at some of the employees who characterize the hired help the movement is coming to rely upon. We will choose a few teams as we actually find them now working in different places in States along the eastern seaboard.

First, the co-op store in a city in Maryland which is now doing a business of not quite \$1,000 weekly. You would be surprised to learn that the clerk in this small but fast-growing store is a man well known for his prominence as an administrator and statistician in mission work all over the world. He has a renowned book and other publications to his credit. He is a member of the Joint Executive Committee on the World Council of Churches. Yet he decided to embrace a career in American cooperatives, and he did not feel that the functions of an employee in a modest store were too lowly a job in which to start. He affirms that he does not

regret his choice because he is looking forward to an ever increasing usefulness in the movement to which he is now devoting himself.

His manager comes from a very different background. He came to this country only a few years ago after having spent some time in the Netherlands, to which he turned after having been compelled to leave abruptly his journalistic and social work in Germany immediately after Hitler's ascendance to power, because of his views on democracy. He was familiar and closely connected with consumer cooperatives in Europe, and his talents and his attitude have gained him much credit within the group with which he is now connected.

Another team of two which might attract our attention is found in a small industrial city in Massachusetts. There our co-op store is only fifteen months old, yet already is doing a better business than numerous societies of greater age. The manager, who is now about 28 years old, came to the movement because of his search for some realm of work "that would make it more possible to reconcile ethics with everyday activity" in a line of business "that would preserve individual liberty from state control and yet overcome certain evils of capitalist economy." Before going into foodstore work he was managing a music shop owned by his family in the same State, where he attended to everything that came up. He claims to be much happier than he was before. His assistant is a young girl who became interested in cooperatives during her college days in the midwest, when a few faculty members started a buying club in the basement of one of their houses. She later became more closely associated with the movement when she attended an institute at a Quaker school and got started on a study of consumer cooperatives in the neighborhood of a well-known preparatory school at which she was teaching. Her academic background does not handicap her when cleaning the store or attending to customers or helping with any of the other chores which store work involves.

CONGENIALITY—NOT WITHOUT GOOD REASON

These manager-clerk pairs are rather typical of the attractive variety of people we have recently found assembled in cooperative employment. They are tying well together, and for that there is a special reason. They

all completed the same kind of specialized training which has recently been available for candidates aiming at a co-op food-store career, and a certain congeniality results from this uniform preparation for their new venture. Before we go into that in further detail, let us mention one more employee group in one of the eastern societies which also hails from the same schooling effort.

We find it in a very small place in southern New Jersey where, in a community of less than 2,500 inhabitants, the co-op store is now doing a weekly volume of about \$2,400. It did not do more than \$400 before the new manager took over about seven months ago. This man came from one of our big mail-order houses, with which he had been connected for nearly ten years, advancing steadily until he became assistant to the national sales manager in one of their major departments. He was pondering over the idea of having a nonprofit organization incorporated for serving consumers better, when one of his friends suggested that he should check his thoughts with the institutions already established according to cooperative principles. He lived in Wisconsin, but was ready to give up the attractive and promising position he held in order to come East and try himself as manager of an actual "nonprofit" store. The change from the familiar household-appliance field to foods did not diminish his usefulness. It is not easy to double a store's volume in these days of supply shortages; it is spectacular if somebody succeeds in increasing it sixfold in less than a year.

Among his clerks we find a woman who took charge of his produce department when they moved from smaller premises to Main Street, adding new food lines to the groceries they were carrying before. She became enthusiastic about consumer cooperation when the movement first came to her attention through supervisors of an adult-education program which she was directing in her hometown. She has spent most of her life as a teacher and librarian, except for the time when she concentrated on raising a family. Customers commented that she takes care of every head of lettuce or cauliflower as if she were handling her own baby. The care and thought which many of our co-op store clerks put into their work is one of the evidences of their devotion.

It is not without significance that this "girl" manager of a produce de-

partment has a son who preceded her in a co-op career, and who, after having worked in other places, is now an employee of this same food market. Mother and son are working under the management of a friend, and this close relationship, which would be unusual and might even be considered unwholesome in an ordinary chain-store organization, seems to be working out to everybody's satisfaction in the atmosphere of this cooperative endeavor.

SINGULAR ASPECTS OF A DIGNIFIED CALLING

Doing justice to all ramifications of an economic method which is based on consumer ownership and consumer control requires not only a thorough knowledge of many different angles of administrative functions and of business practices, of financial considerations and of promotional aspects, but also a sound grounding in cooperative principles and methods.

Work in genuine cooperatives serves one master only: The Consumer. He is identical with the owner of the business. Private industries, private stores, stock companies in the insurance or banking field, filling stations, or farm-supply houses might all want to put emphasis on their customers' interest. With their employees, however, remains the temptation to rate the needs of their employer first, the interest of the consumer second. In cooperatives the consumer-owner, the patron member himself, is the employer of all the help he hires. In cooperative enterprise an employee's success and advancement depend on his serving the customer with an "undivided loyalty" for which there is every incentive.

Those who are conscious of the strength they can derive from this singular aspect find in it an additional source for satisfaction in their jobs. They understand that the growth of their cooperative units is a desirable goal only because it enables their societies to bring better satisfaction to an increasing number of friendly people. This fact gives their function a dignity which work in ordinary business does not provide. It tends to result in an attitude that looks beyond fair wages and pleasant working conditions. We find an increasing number of men and women to whom nothing appeals more than the ultimate honesty which they are not only permitted but requested to observe in all their dealings with consumers.

DEMOCRACY NEEDS CAPABLE SERVANTS

One responsibility of our personnel training is to help all employees realize that their work serves not only their immediate customers and patron members but at the same time the progress of the cooperative movement and through it the public welfare at large. These views condition the kind of educational process that accompanies all cooperative business practice. The demands made on cooperative employees are often more rigid than they might be elsewhere. They carry, however, a reward in themselves.

John Stuart Mill once wrote: "The ideal of democracy is that the people shall be masters, but employ servants more capable than themselves." Charles Gide, the great French scholar and cooperative leader, quotes this sentence, adding to it the remark: "This is precisely the ideal of a cooperative consumers' society; but unfortunately it is not easy to realize."

Since the very initiation of the Cooperative League of the U.S.A. in 1916, efforts have been made to give promising prospects the right understanding and practical training. Leading in these endeavors has been the Central Cooperative Wholesale in Superior, Wisconsin, which has received increasing support from all its affiliates in carrying on regular employee training schools for two decades. Other such schools are now conducted by the regional cooperatives in Kansas City, Missouri, Minneapolis, Minnesota, Chicago, Illinois, and Columbus, Ohio.

Dr. James Peter Warbasse, whose initiative and vision conducted the affairs of The Cooperative League he himself founded, through the twenty-five years of his presidency, is now concentrating on Rochdale Institute, which was established about six years ago in New York City in answer to the need strongly felt by him and other leaders in cooperative thought for a national training school. This institution is slated to become the unified strong cooperative college that will serve to instill true cooperative conceptions in the minds of the movement's future workers. It is recognized that it still has a certain way to go before its prestige will carry all the weight that will make attendance at the school a desirable part of the career of every future executive in the movement.

Rochdale Institute operates under a charter granted by the University of the State of New York. Its faculty consists of educators and executives

engaged in cooperative work, teachers from New York colleges, and specialists from various fields.

STRIVING FOR CRAFTSMANSHIP THROUGH THOROUGH STUDY

It is under the auspices of Rochdale Institute that the Council for Co-operative Business Training assembled and prepared the groups of students from which a few members were here presented. The Council, under a grant from the Edward A. Filene Good Will Fund of Boston, came into being in the fall of 1939, with two representatives each from Rochdale Institute, Eastern Cooperative Wholesale, and Consumer Distribution Corporation, and gives special consideration to the training needs of consumer cooperatives operating stores on the Atlantic seaboard. Its program is fitted into the structure of Rochdale Institute's general courses. It was obvious that those who are going to serve cooperative consumers in food retailing need a sound knowledge and understanding of cooperative principles and philosophy. Rochdale Institute's faculty was able to provide this instruction with real authority.

Meeting the men who give their stamp to American cooperative philosophy and practice in lectures and free discussions is an experience that will not be forgotten in the daily strain of an often tiring store routine. Understanding for the main aspects of cooperative publicity and education is considered important, as it is this unique phase of cooperative practice that gives our type of distributing outlets their decided advantage over any ordinary competition. These subjects are dealt with in morning sessions which unite the "food-store group" with the other students of Rochdale Institute. Together all derive benefit from the atmosphere that prevails in an institution of academic standing.

The afternoon sessions are designed to furnish the information dealing specifically with topics of interest to future co-op store employees. This afternoon program calls for technical instructors, most of whom are on the staff of the Eastern Cooperative Wholesale—its manager and its educational director, its buyer and its dietician, and, above all, its field men. They give the extensive experience they have gained in the hard uphill struggle to improve the commercial efficiency and the cooperative strength of the societies and stores entrusted to their advice and counsel.

The problems of store management, of buying and selling, of operating costs and margins are covered in these gatherings, which are all held at the Wholesale's warehouse plant. There we find equipment and merchandise for actual demonstrations, together with the *genius loci* of a wide-awake and thriving organization bursting with energy.

COMPETENCE IN BOTH THEORY AND PRACTICE

The students are made to realize the essential synthesis between the line of cooperative thought presented to them in the mornings and the technical problems of their future work dealt with in the afternoons. The emphasis on all the background information and understanding a well-informed cooperator ought to have is equaled by the emphasis with which facts and figures pertaining to practical achievements are presented for consideration.

The classroom work in each course is divided by at least one period of two or three consecutive weeks of apprenticeship in a co-op store. More than twenty different societies in eight different States have been working with the Council on this project, serving as training centers for one "interne" at a time. Most of the students were thus given their first opportunity to acquire some familiarity with the problems peculiar to consumer-controlled food stores. Those who have already worked at other places learn much from comparison and appraisal.

It is admitted that the short weeks available for any course does not permit all these different angles to be covered fully. There is nothing, for instance, that can replace the ability which is produced by experience on the job, and there are many requirements of manual dexterity that cannot be taught in the classroom but can be acquired only in long periods of alert attentiveness in day-to-day work. All that can be hoped for at a school is to develop a specific sense of duty by making the student conscious of the broader implications of his obligations in a store. Warnings against mistakes and admonitions fall on more fertile ground when the entire course is based on the teaching that there exists a higher responsibility for a worker in cooperatives than for one in an enterprise concerned only with its own private success.

THERE IS ALWAYS NEED FOR MORE RECRUITS

The concerted effort which goes into this training project has borne fruits. Not every student by any means has been a perfect success on the job. The majority of those admitted to the courses, however, have satisfied all reasonable expectations.

The movement recognizes that it continually needs fresh blood. It considers itself lucky if it can draw for it on those who have already familiarized themselves with its principles and goals, through their positions on boards or committees. This is probably more true in connection with cooperative food stores than any other branch of cooperative business. Co-op food stores, particularly those in urban communities, generally recruit their officers among people who are not as closely tied to their professions as farmers usually are to their jobs. So we find workers and teachers, engineers and lawyers, ministers and accountants, as presidents, treasurers, or chairmen of educational, finance, or store committees, who may get so interested in their avocational association with a cooperative development that they feel induced to take it on as a vocation. The same has happened to nurses, secretarial workers, or housewives, particularly during the past year since the hiring of women even for managers' positions has become a common occurrence.

THE STORE AS A TASK- AND SCHOOL-MASTER

It can be said that connection with a local cooperative society actually educates all who take an active part to become not only cooperative- but also business-minded.

On a finance committee, for instance, the members have to study financial requirements of their organizations and the best way to raise the necessary funds. They have to suggest plans for wise investment, supervise and interpret the organization's financial position, make recommendations to the board on the distribution of any net savings, or on how to deal with problems resulting from a net loss.

On the educational committee they have to attend to problems of public relations and to devise the best means of communication between their society and the community in general, as well as with churches, welfare organizations, social clubs, and consumer groups. In many cases they

have to attend to writing, editing, and distributing a local bulletin, circulating information on merchandising projects, and organizing social and educational activities.

Those on the store committee may take a hand in personnel policies pertaining to the selection of employees, to working conditions, union contracts, complaints of customers, and other personnel matters. They will make recommendations on the manager's suggestions for new equipment or for alterations in the store layout or possibly for enlargement and modernization of their store. They might also concern themselves with the supply situation, and with special requests that are submitted from the membership at large.

All these functions carry an educational value in themselves, and so we find that in a cooperative enterprise such as a food store "education over the counter" works both ways. Sufficiently informed and diligent boards and committees lighten the burden of their managers and clerks. Enlightened employees aid their society and all its members toward a better realization of all the values they can obtain through an inspired, fully integrated, comprehensive program.

CO-OP PERSONNEL RADIATES "PERSONALITY"

Well-designed posters, well-selected quotations from cooperative writings which ornament the walls of wide-awake co-ops arouse the casual visitor's interest in the ideas prevailing "behind the merchandise." A rack with cooperative literature in such stores calls even more conspicuously for the public's considered attention. What really counts, however, is the personal touch, as it manifests itself in the enthusiasm which the best of our cooperative employees carry into their daily task, above and beyond all the other benefits affiliation with the cooperative might have to offer. It is sustained by the harmony which naturally evolves between a retailer and his customers when those who determine the policy of the enterprise and share the responsibility for its results are to be found both in front of the checking counter as patrons and behind it as owners of their business. The personality of those occupied in this cooperative way of doing business goes further than even the profoundest theoretical discussion in convincing the incredulous.

All that goes to prove that the set of simple rules which were first adopted by the pioneers in a small English town about one hundred years ago, and which we call Rochdale principles, influence not only human thought but also human behavior and attitude. It is the justness of their economic foundation that reflects on the righteousness with which they are carried through. They call for practical accomplishment even in a business way which will not be in conflict with ethical postulates.

As Dr. Warbasse puts it in one passage of his *Cooperative Democracy* when speaking of the morality of cooperation: "Through cooperation, we discover that it is possible for the people to change from self-centered aims to aims that are as broad and high as humanity. It is slowly driving home, by demonstration, the idea of a new standard of success. People have better relations to one another and the hardness of human contacts is ameliorated in terms of mutual aid." To establish this concept among cooperative employees is as much an objective of cooperative training courses as to increase their technical skill.

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THE PLACE OF CONSUMERS' COOPERATION IN THE SCHOOL CURRICULUM

C. MAURICE WIETING

Consumers' cooperation should have an important place in the school curriculum. On this fact social scientists, political leaders, labor unions, farm organizations, and educators are completely agreed, for they know that the war emergency makes it more necessary than ever for the schools to train their students to be wise consumers.

The ignorance of the American public on consumer problems is demonstrated by the difficulties involved in the rationing of gasoline, coffee, sugar, and other essentials by the Office of Price Administration. Another sign of ignorance is the fact that so few American consumers, only about 2,500,000, are members of consumers' cooperatives. For these shortcom-

ings the school curriculum must be blamed in part, for in the past the emphasis of American education has been on production, job getting, profits—not on the far more essential problems of nutrition, social security, adequate housing, and wise distribution of goods.

Some indication of the lack of information senior-high-school students have of consumers' cooperation was revealed in a series of tests recently given to 139 boys and girls in five widely separated communities.¹ It was the belief of 32.1 per cent that the Federal Government was opposed to consumers' cooperation because it was un-American. A surprising number, 62.2 per cent, thought that canned goods in the average grocery were so well labeled that the housewife had no difficulty in knowing what quality and quantity she had purchased. Almost the same number, 60.8 per cent, said that people generally get what they pay for when they buy. Though cooperatives are nonprofit, 59.7 per cent of those taking the test thought hope of making huge profits was the chief motive for joining a society.

Courses in consumer education that have been introduced in some schools within the past five years should help educate youths on consumer problems. More widespread is the practice of including units on consumer education in classes in home economics, social science, business methods, and science. Where this emphasis has been given to consumer education some units on consumers' cooperation often have been taught as well. Before the outbreak of the war some educators predicted that consumer education would soon be included in the majority of school curricula with another five-year period. However, because of the war many of the progressive curriculum experiments which were under way in many parts of the country have been halted. The emergency has been so great that many schools have been forced to bend all of their efforts toward the expansion of their vocational training facilities. The need for physicists, chemists, and mathematicians has caused schools to stress these subjects to the neglect of the social sciences, the language arts, and consumer education.

EDUCATION MUST TEACH ECONOMIC ALTERNATIVES

Many educators deplore this trend to eliminate the liberal arts from the curriculum. They point out that it is folly to suppose that econo-

¹ C. Maurice Wieting, *Test on Consumers' Cooperation. Forms A and B, 1941*, mimeographed.

mists, political scientists, sociologists, and educators will not be needed in the postwar world. One of the most pressing problems after the war will be to determine the type of economic structure needed to achieve the Four Freedoms, one of the most important of which is freedom from want. It is certain that we can never return to the private profit economy of the nineteenth century. Certainly consumers' cooperation is one of the possible ways of organizing business that should be thoroughly understood by every one. Many economists believe that it is possible that in the future there will be a balance between business done by the government, private corporations, and consumers' cooperatives. Students of high-school age should be thoroughly informed concerning this possibility.

Recently public-school teachers in 38 States were questioned on their willingness to include instruction on consumers' cooperation in the curriculum. Teachers in 252 different schools indicated that 83.5 per cent of them favored including instruction on cooperation. Further it was their opinion that 74.5 per cent of all teachers in the United States held this same opinion.²

One might well ask, in the light of these figures, why it is that so few schools are now giving any instruction on consumers' cooperation. There are several reasons that can be listed:

1. The cooperative movement has been so slow in developing in the United States that its members have not been able to exert influence on curriculum makers to include the topic in courses of study. There are a little more than 2,500,000 members of consumers' cooperators in the United States and less than two per cent of all retail business is carried on by cooperative societies. These facts account for the fact that more emphasis is not given to consumers' cooperation in the school curriculum. True, the cooperative movement abroad has long been one of the most important ways of doing business in the Scandinavian countries and in Great Britain but this fact has been recognized by only a few people in the United States. Members of cooperatives have not generally given much attention to the public-school curriculum and have been more interested in adult education.

2. Most teachers are untrained in the principles of consumers' cooperation and could not teach about that subject if asked to do so. The Rochdale principles are generally unknown to teachers, as any one can testify

² C. Maurice Wieting, *How to Teach Consumers' Cooperation* (New York: Harper and Brothers, 1942), p. 91.

who has worked with normal-school or teachers-college students. To a lesser degree the generalization could be made that teachers are ill-trained in the social sciences and have little comprehension of economic systems.

3. Courses of study do not include units on consumers' cooperation in most States and cities. In the United States the course of study prepared by a State, county, or city school system is the largest single determinant of the whole education of the child. These courses of study fall far short of the standards of scholarship one would expect. Only in a few exceptional courses is there any adequate discussion of consumer education and consumers' cooperatives.

4. Textbooks have neglected to give adequate attention to consumers' cooperation. Oftentimes well-known economics texts give less than a page to consumers' cooperation. There is some hope that this situation will become better as a few standard textbooks come to give a more comprehensive coverage of consumers' cooperation. Textbooks in subjects other than economics which could include a discussion of consumers' cooperation would be those in history, English, science, agriculture, home economics, and mathematics.

LACK OF TEACHING AIDS BEING CORRECTED

That some educators recognize the importance of teaching consumers' cooperation is shown by the fact that the National Education Association has an active Committee on Cooperatives that reports annually, constantly recommending better ways to instruct children on this important topic.^a

State courses of study are effective means of introducing the teaching of consumers' cooperation. In Wisconsin a law was passed in 1935 which provided that cooperative marketing and consumers' cooperation should be taught in the high and vocational schools in the State. It also required that the governing boards of universities, State teachers' colleges, and county normal schools should provide adequate instruction on the principles of cooperation. The University of Wisconsin has since published, through the Extension Service of the College of Agriculture, special pamphlets and bulletins for teachers. Since Wisconsin is the only State that makes the teaching of consumers' cooperation compulsory by State

^a *Report of the Committee on Cooperatives* (Washington, D. C.: National Education Association, 1938; 1939-1940; 1941; and 1942).

law, it is interesting to observe the effectiveness of this procedure. Harold M. Groves, Professor of Economics at the University of Wisconsin, reports that since there are no penalties attached to the Wisconsin law, it is not observed in some schools. He blames this failure on a scarcity of materials, untrained teachers, and a lack of interest. On the positive side he reports that interest in the cooperative movement is growing very rapidly in Wisconsin and that he believes the movement will play a very important part in the future of the State. Of the 252 teachers from all parts of the United States who replied to the questionnaire mentioned previously, 65.1 per cent indicated overwhelmingly that they did not favor compulsory instruction in consumers' cooperation.

In Minnesota the Legislature appropriated \$5,000 in 1937 to the Department of Education for the preparation of a course of study on cooperation. No legal requirements for the teaching of cooperation were set up, but the course of study on consumers' cooperation which was printed in 1938 was so excellent that many Minnesota schools are now teaching consumers' cooperation.*

Other mimeographed material has since been prepared for use in elementary schools. Quite often a cooperative has been organized in rural schools, purchasing pencils, paper, and other supplies that the children need. A recent survey conducted by the Minnesota Department of Education revealed that 754 units of consumers in marketing cooperation were being taught in 254 Minnesota public schools.

In North Dakota a law was passed in 1937 that requires any secondary school to have courses on cooperatives if twelve junior or senior students petition for it. The Farmers' Union was especially active in securing the passage of this law. A State-financed correspondence course in cooperatives has been prepared by the Farmers' Union.

There are units on consumers' cooperation in the State courses of study of a number of other States. It would be correct to say that consumers' cooperation is most often included in the course of study in those States in which the cooperative movement is especially strong.

PRACTICAL COOPERATION ACTIVITY SUPPLEMENTS CURRICULUM

Scattered over the United States are individual schools that are successfully teaching consumers' cooperation. One of the best known of

*Minnesota State Department of Education, *Course of Study on Consumers' Cooperation*. (St. Paul, Minnesota, 1938).

these is the Skokie Junior High School of Winnetka, Illinois. The story of its program is told in another article in this issue.

School authorities in Winnetka are of the opinion that their students have learned a great deal through these economic activities. They believe that education is successful in the degree that it mirrors real-life situations.

Another outstanding example of a school cooperative is that of the Pine Mountain Settlement School. Students operate their own cooperative which sells foods, school supplies, and other items needed by the boys and girls. The store is run in conjunction with the co-op class which is attended by all the sophomores in the school. Shares are sold for 25 cents. During the 1940-1941 school year there were 115 shareholders. Supplies are purchased by students who accompany the school buyer to the nearest market in Harlan. Accurate records are kept of all business transactions and rebates are paid to members at the end of the school term.

The study of consumers' cooperation is an integral part of the school curriculum. The class meets 4 hours a week in 2 sections. The local store is the focal point of the instruction given; all students have a part in the operation of that enterprise. Adult cooperative undertakings are also studied, with special emphasis being given to progress in the United States. Because the school secures light and power from the Cumberland Valley Rural Electric Cooperative Corporation, a unit on that subject is taught. Consumer buying, also, is given much emphasis in the course. Credit unions were studied for the first time in 1941.

Other classes in the school also teach cooperation. For example, the English class taught the students how to write letters asking for information. A one-act play was written and produced in the same class. The home-economics department assisted in the study of foods and clothing. Printing the annual report of the cooperative was part of the regular shopwork. Monthly assembly programs before the entire school are devoted to cooperation.

These illustrations, schools which are teaching consumers' cooperation, indicate that the practice is widespread. Certainly the possibilities of establishing a school cooperative are almost endless.

The teacher who wishes to include instruction on consumers' cooperation is immediately faced with several problems. What are the most effective ways of teaching the topic? By establishing a separate class on consumers' cooperation, or by instruction on the movement in existing

classes? There is, of course, no one answer to this problem, but it may be helpful to consider some of the typical curriculum organizations found in American schools.

SUBJECT MATTER, CASE CURRICULUM, OR SEPARATE COURSE?

In a study made of over 83,000 separate elementary and high-school courses of study on file in the Curriculum Laboratory at Teachers College, Columbia University, in 1940, it was discovered that over 90 per cent of them utilized a separate subject-matter organization.*

It thus becomes evident that most teachers wishing to include instruction on consumers' cooperation can best do so by adding a unit on that topic to an existing school class. Out of 252 teachers asked to indicate the curriculum pattern they preferred, nearly 40 per cent chose a separate subject curriculum. Classes in which consumers' cooperation is now most frequently taught are economics, social studies, history, sociology, agriculture, and American problems.

Some schools have revised their curricula by correlating existing subjects. For example, history, sociology, and economics are taught in a single social-studies class. Oftentimes this correlation exists between different areas of knowledge. English classes are correlated with home economics, science with consumer education, and the like. A study of consumers' cooperation can well be carried on in a correlated curriculum. The social-studies teacher might deal with the organization of cooperatives under the Rochdale principles; at the same time the science teacher might set up tests for the quality of goods sold in cooperative stores; while the home-economics teacher might introduce a comparative study of the nutritive value of different grades of canned goods.

In other schools a "core" curriculum has been organized. The broad fields of social studies, the language arts, science, mathematics, home-making, vocational and industrial arts are recognized as essential in well-rounded education. From these broad fields is selected a "core" of information and knowledge thought necessary for the instruction of all children. The topic of consumption has always been included as one of the areas of a "core" curriculum, and most colleges using this organization have given ample education on consumers' cooperation.

A few schools utilize a guided experience curriculum in which the

*H. B. Bruner, C. Maurice Wieting, and others, *What Our Schools Are Teaching* (New York: Bureau of Publications, Teachers College, Columbia University, 1940).

teacher assists the pupils to plan and to carry out activities useful both to themselves and to society. Units of work are selected from real life situations that are considered worth while by the child and the teacher. Students visit factories, travel, go on hikes, and come into contact with life situations whenever possible. Consumer education is considered so important in a guided experience curriculum that it is constantly stressed at all levels. Teachers and pupils work together in a really cooperative way.

A final possibility in curriculum organization would be to plan a separate course of study on consumers' cooperation. The advantages of such a plan would be that it would give the pupils an opportunity to secure a more thorough understanding of consumers' cooperation than would be otherwise possible. However, the likelihood of adding a separate course on consumers' cooperation is extremely slight in most schools. More feasible is the addition of a course on consumer education of which consumers' cooperation could be an important part.

Regardless of the type of curriculum organization used by any school, consumers' cooperation can be taught effectively. Units of work on consumers' cooperation can be prepared that are adaptable to any type of curriculum. Psychologists are agreed that children learn best when they study meaningful problems in which they are interested. It is the purpose of the unit to present materials so organized that they will be most easily understood. The emphasis is on activities so related that out of their doing will come understandings, appreciations, and skills. To illustrate the types of units on consumers' cooperation that could be used with any curriculum organization, the author recently prepared seven units on consumers' cooperation. The titles are: (1) The Consumers' Cooperative Movement; (2) Growth of the Consumers' Cooperative Movement; (3) Economic Principles of Consumers' Cooperation; (4) Cooperative Finance; (5) Determining Quality of Goods; (6) Consumers' Cooperation and Agriculture; (7) Vocational Opportunities in Consumers' Cooperation.*

Each unit consists of a brief introduction, an outline of content, many suggested activities, suggestions for evaluation, and a bibliography. This material enables the teacher to give instruction on consumers' cooperation in many different classes at many different age levels.

Curriculum experts are agreed that it is essential to provide guidance

* C. Maurice Wieting, *How to Teach Consumers' Cooperation*, op. cit., pages 149-184.

to teachers to assist them in making changes in the school program. Those who wish consumers' cooperation included in the curriculum are under heavy responsibility to provide all types of curriculum aids—courses of study, textbooks, pamphlets, charts, graphs, and motion pictures. Once these are prepared, a procedure must be worked out for calling the attention of teachers to the materials provided and educating them to the importance of the topic.

SUMMARY

While many schools fail to teach consumers' cooperation, those that do include the topic use these following procedures:

1. Separate classes study cooperation.
2. Two or more classes correlate their instruction on this topic.
3. Consumers' cooperation is included in the core curriculum as a part of the general topic of consumer education.
4. A separate class on consumer education or consumers' cooperation is added to the curriculum.
5. Consumers' cooperation is studied when it comes within the guided experience of the pupils.

Reasons for the failure to include consumers' cooperation in more curricula is due to the lack of suitable textbooks and courses of study, untrained teachers, and a general failure to include a study of crucial modern problems in the schools. There seems to be a growing recognition of the importance of teaching such problems as consumers' cooperation and consumer education. Many normal schools and teachers colleges are instructing students in the fundamentals of consumers' cooperation, and the National Education Association Committee on Cooperatives is reaching many in-service teachers. Cooperative associations are working closely with the public schools in supplying them with information and facts.

Educators recognize that it is their duty to help young people grow and develop a critical intelligence that will enable them to make wise

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choices in our democracy. The duty of the teacher is to act as a guide to these youths in the study of modern problems and the techniques of solving them, one of the most important of which is consumers' cooperation.

CAN CORPORATIONS GO TO SCHOOL?

S. R. LOGAN

Wendell Phillips declared that after chattel slavery the next and more difficult task must be to democratize the corporation, so that it will better exemplify and support popular government, and not jeopardize it.

Because education and statesmanship lagged, the case of chattel slavery versus liberty and union broke out in war. Because of similar lags the world over, we now have a whole world in convulsions. Still the issue is liberty and union in an increasingly industrialized and interdependent world. What are to be the nature and purpose of corporate organizations? Can democratic government control powerful "economic states" that interpenetrate states and nations? Can democratic political government survive if "economic governments" do not become more democratic, less autocratic and dynastic? Shall the corporation and the labor union (near-corporation) become increasingly democratic, or increasingly autocratic, testing whether governments, conceived in liberty and dedicated to the proposition that all men are created equal, shall perish? What is to be the nature of the intricate collectivism that has sprung up in all industrialized countries? Should the schools study and teach as devotedly as the armed forces fight, that this collectivism may be democratic and consistent with basic American values?

Soldiers as soldiers can do little more than retain the chance to develop the democratic pattern. The final issue rests with education, the basis of popular government—economic as well as political. All educational devices are worth considering in a cause so urgent.

Is it too simple to suggest that we use corporations in schools just as we use toys and working models? Long before schools were known, and since, toys have been a means by which succeeding generations have taken on and eventually improved the culture of their elders. Toys, tools, simple machines of construction in the lower years, and complicated machines and working models in mechanics and science in the higher grades are common in schools; also organizations, in simple and ad-

vanced forms. Why not add the corporation, the social machinery of today that assembles tools, machines, materials, models, and men in a creative relationship in the production of wealth and welfare?

Inclusion of the corporation in a form and on a scale appropriate to the age of the children should be conducive to the healthy growth of children and to the democratization of corporate business, with benefit to all men.

Wendell Phillips's "democratized corporation" is presumably a corporation whose members, understanding democratic values and processes, desire and practise them in their corporate operations. Popular sovereignty—whether political or economic—is made possible and desirable by popular education. Indeed, our public schools have been established to enable the people to improve and extend popular sovereignty; to realize the dream of abundance, liberty, and justice for all.

EDUCATION FOR LIVING MUST INCLUDE EXPERIENCE WITH "CORPORATE FORM"

Inclusion of studious experience in small-scale corporate production and distribution in the curriculum of the schools in some degree restores to the education of youth the indispensable element of participation in economic planning, execution, and control which was lost when family industry and business gave way to the corporation. Both parents and teachers become interpreters and guides. As their economic interests and vocabulary grow, children find themselves more able to communicate with parent and teacher concerning breadwinning and the organization of economic power. Not only child and father, but teacher and father are brought into better mutual understanding and cooperation regarding "fundamentals."

Children in our junior high schools, like adults in all democratic countries, may belong simultaneously to public ownership corporations and to such dissimilar private corporations as cooperatives, nonprofit welfare organizations like the Red Cross, and profit companies. All are good equipment; good because they are a means of healthy individual growth in character and understanding; and good because introduction to them by the school, where zeal for equality of opportunity and the public interest is dominant, promises to improve them as social institutions. Examples of the cooperative form are described in this article. However profit and public enterprises operate in the school on an equal footing with cooperatives.

The cooperative fits well in the high school and college, themselves examples of public or of nonprofit private corporations, usually supported in part from profit company or corporation earnings by taxation or gift. Both school and cooperative are dedicated to the improvement and extension of popular government. Because of its utterly democratic nature, the cooperative strongly reinforces popular education as the basis of all popular sovereignty—political, economic, and social. It depends upon education of the rank and file for its own extension. It requires the exercise of the responsibilities of ownership and the practice of equal manhood suffrage and majority rule.

As far as it goes, the cooperative movement has proved to be a natural corrective of monopolistic evils of big business, big government, and big labor; it exemplifies and supports representative federal government; it demonstrates democratic planning and mitigates the ups and downs of the speculative cycle; it eases the partisanship of politics, fortune, occupation, race, religion, and nationality, emphasizing the mutual interest of consumers. Because of its salutary effect upon national and world economy, educational, religious, agricultural, and labor organizations, many business men and the major political parties have declared for more of the cooperative type of business.

A COOPERATIVE BEE BUSINESS

In an ambitious new section, where a large school district had established several small twelve-year schools, farmers were undertaking to market their produce and purchase their supplies cooperatively. They were handicapped not only by lack of proficiency in bookkeeping, type-writing, salesmanship, and commercial law, but also by their lack of practical acquaintance with the stock company. During the "trust busting" days of Theodore Roosevelt and the liberalism of the Wilsonian "New Freedom," the farmers felt markedly unorganized and defenseless. With this background the superintendent, some of the teachers, and some of the parents got together to consider the role of the local schools in business education. Mere mechanical skills, like typing and bookkeeping, which would help their girls and boys to hold jobs in the city, were not enough. "What can be done in the schools that will be economically productive and at the same time a means of interesting and educating both young and old in agriculture, industry, and business?"

They found many things were needed, but decided to begin with honey. It was a newly settled region. There was not a colony of bees in

the entire district of 600 square miles. The family table was typically without delicacies. The people were hard up. They were suffering from the depredations of insects, especially grasshoppers. They were trying to start legumes and fruits. All of these facts seemed to point in a beeline to the promotion of a honey industry.

After considering different forms of ownership and operation, the group concluded that the cooperative type of company best suited the purpose. This led to a continuing study of the cooperative movement and the business principles that it demonstrated. Capital was raised, partly by issuing shares at 25 cents per share and partly by donation from the largest bee company in the country. Beautiful stock certificates were printed and supplied at a nominal cost by the publisher of a daily paper, a former United States senator, and stock was subscribed by elementary- and high-school students and teachers. High-school students were elected directors and the superintendent of schools became educational sponsor of the new cooperative society.

In addition to occasional general membership meetings, which brought young people and teachers together from the schools of the district, members of the board of directors, accompanying the superintendent on his visiting rounds, held meetings of local groups of members in the various schools. They recruited membership, lectured informally on the nature of their company, and gave shares as prizes for the best work done in nature study, particularly for the best studies of the pesky grasshoppers. The company also loaned observation hives of bees to schools.

Nearly every one in the schools and many adults throughout the district found something of special interest in the project. School life was broadened and vitalized. Delicious clover honey soon began to appear practically without cost on the table of many families. A school principal, some years after the founding of the company, received from his own apiary at the "teacherage" an income exceeding his salary as principal. Eventually, the region was shipping large amounts of honey and large amounts of clover and alfalfa seed from bee-pollinated legumes. Cooperatives of various kinds now flourish there, in harmony with other forms of ownership and operation, demonstrating "business of the people, by the people, and for the people."

IN AN AGRICULTURAL TOWN

In another school system in the same State, a cooperative was the means by which students provided themselves with school supplies of good qual-

ity at low cost and secured practical experience in high-class business. A number of these same students went about with their agricultural instructor among the farmers, helping with the organization and improvement of cooperative marketing and cooperative buying, rounding up stock for shipment to the cooperative terminal, grading potatoes, fruit, and other products, taking a vital part in the social and economic life of the community.

Some of the merchants feared that such activities might result in losses to themselves. On one occasion six merchants with whom the school supply cooperative was in direct competition appeared at a meeting of the school board to ask that merchandising be excluded from the schools. After spending the evening examining all angles, particularly the educational values involved, the spokesman of the group changed his position completely, complimented the schools upon their efforts to help children learn practical business on an idealistic plane, and offered his assistance in any way that he might be found useful. Four of his companions agreed with him, leaving only one of the six dissatisfied. Objections to assistance given by the school to some of the cooperative efforts of the farmers that tended to make them independent and to put them into competition with certain kinds of business already established in the town were not so readily overcome. Interested high-school students, farmers, merchants, ministers, bankers, lawyers, teachers, and others attended the School of Co-operative Economics which the public school sponsored and maintained several weeks during midwinters. Local leaders were reinforced by able leaders brought in from a distance. The high school's extensive collection of books on cooperatives was used and the public library cooperated. With increased understanding, even merchants and bankers, seeing that their own best interests lay in rising living standards and purchasing power, gradually withdrew their opposition, and some of them gladly assisted.

IN A SUBURBAN JUNIOR HIGH SCHOOL—COOPERATIVE CREDIT

For the past six years children in a suburban junior high school, with the help of a teacher sponsor, have pooled their savings, made their rules, and borrowed from their pool according to their needs, with advantage to all, operating within the pattern established by the Federal Credit Union Act. Like other corporate enterprises of the school, this credit union is chartered by the school council.

It should be explained that the school council consists of students, who are elected by their respective constituencies, and the school principal, an ex-officio member. It is the top governmental body of the school's self-governing system, embodying and combining functions similar to those exercised by the legislative, judicial, and executive branches of our central government in Washington. The president and vice-president are elected by the school as a whole, two members are elected in each homeroom, and heads of corporations, labor unions, and standing committees of the council are ex-officio members.

The credit union was suggested by an official of one of the country's largest banks as a means of helping children to understand banking. One of its principal promoters was a thirteen-year-old member of the credit union of a local urban cooperative. He and three or four others interested thirty of their fellow students in the project. They studied credit unions on the side for several months, getting information and advice from people with credit union experience, reading printed matter, and publishing a mimeographed newspaper that featured the project. Children were borrowing from teachers and others when they found themselves short of cash for their cafeteria lunch and school supplies, and many were careless about repayment. Naturally, teachers and parents were quick to see the advantage of a businesslike system owned and operated by the children themselves.

Loans are small but numerous, requiring a large amount of accurate bookkeeping and careful management. Members may borrow as much as fifty cents without a co-signer, and as much as seventy-five cents with a co-signer. Recently, when the principal found occasion to borrow seventy-five cents (an unexpected guest for lunch), the lending clerk courteously signed with him and handed him the money without delay. Larger loans must be approved by the board of directors. Really large loans—any amount above \$3.00—require approval at a membership meeting. No collateral is required, loans being made exclusively on the basis of character and ability. There are about one hundred fifty members, including several adults, in the school of four hundred thirty students. Six to eight hundred loans are made yearly. In the three or four thousand loans made to date, not one cent has been lost in loans. Twice when there has been an apparent small shortage in cash due to mistakes in making change and the like—a crack in the floor swallowed up several pennies—directors made good out of their own pockets. Since directors take turns

keeping the office open, and check up on the business at weekly meetings, they are in closer touch with their business than are most directors in adult business organizations.

To alleviate the difficulty of figuring and collecting interest on loans of a few cents for only a day or a few days and to distribute the cost of service as equitably as possible, the board of directors has adopted a rule requiring a service charge of one cent on all loans, with penalties for failure to pay on or before the due date. On such small loans there is no interest charge, but interest is charged on the larger loans at the rate of 1 per cent per month on unpaid balances.

As the amount of cash on hand increases, the board encourages longer and larger loans to members. A chronic excess of cash over borrowings by members has stimulated inquiry into opportunities for safe investments for worthy purposes. The children's credit union, chartered by the school government, stands ready to lend a helping hand to the teachers' credit union, chartered by the United States Government.

The latter was organized some three years after the children's organization began its pioneering demonstration. Called the employees' credit union because it includes a few clerical workers and custodians, the teachers' organization maintains neighborly relations, inviting directors of the children's credit union to attend its membership and board meetings. The relatively large loans with which the employees' credit union deals—perhaps \$100.00, or even more—impresses the children with the teachers' high status as financiers!

LEARNING INSURANCE (AND MORE) BY INSURING

A mutual insurance company was organized several years ago to soften the shock incident to the breakage of dishes in the cafeteria. It happened in this way. The chairman of the lunchroom committee reported to the council the sad case of two little girls who had dropped their trays and broken their dishes. Their feelings were badly hurt and the cost of replacement played havoc with their allowance. At the end of the recital, a council member called out his conviction: "There ought to be insurance!" So the council appointed a committee to see whether it could be provided.

After weeks of study, during which a parent insurance broker acted as a special consultant, a company was ready to be chartered and to issue

policies that would provide 75 per cent coverage of losses. The cost of the policy was arrived at by means of a research that revealed the average cost for breakage per child during the preceding three years.

The concern of policy holders to reduce breakage and recover a good refund on their premiums resulted in surprising reduction of breakage. Policies now cost about one third as much and losses are covered 100 per cent instead of 75 per cent. Apparently there has never been an attempt to cheat the company. Arithmetic and social-studies classes report increased interest in insurance. In fact, some of the active members were greatly interested in that part of the Senator O'Mahoney investigation which dealt with insurance companies.

Efforts to spread the blessings of insurance have appeared. Several members of the bicycle committee, with the assistance of the father of one, a distinguished lawyer, began work last year on a plan for insuring bicycle accessories against loss and damage. From time to time children, confusing police protection with insurance protection, have urged that bicycle guards be required to pay for equipment damaged or stolen on the school grounds. Consequently, it is not surprising that the guards strongly advocate insurance. They point out, however, that because of the excellence of their policing, insurance costs should be extremely small. Whether such protection will first be provided by a mutual company, a stock company, or a government authority is anybody's guess.

The government type already exists in connection with the stamping of names on fountain pens. This story involves the Skokie Co-op, a co-operative society which owns and operates a store. Having agreed with the local chamber of commerce that it would hold prices at the going level, the store's earnings (savings) are quite respectable, and it is occasionally able to make not only a substantial refund to individuals in proportion to their purchases, but also to vote a handsome "social dividend" to the school as a whole. Thinking it important that lost pens be returned to their owners promptly and surely and that the responsibilities of personal ownership be emphasized, the co-op purchased a stamping machine for the sum of \$165.00 and stamped one pen free for every one. Later, the lost and found committee, a sort of government bureau, assumed the task of stamping pens. Occasionally, a pen was damaged in the process. Cautious owners did not want to take any risk, but they did want their names in handsome gold letters on their pens. Consequently, the school council authorized replacement of damaged pens if the owners

had paid an insurance fee of five cents. Finally, after much debate and some heavy thinking, the fee was made to vary according to the value of the insured pen. So it came about that the co-op's \$165.00 "social dividend" machine was accepted by the government and operated free, except for the insurance, for the benefit of every citizen and to raise the moral standards of the school.

COOPERATIVE MERCHANDISING

The Skokie Co-op has rendered a merchandising service for the entire school during the past six years. Its membership, however, has not exceeded 160 and has been at times considerably less. Partly as a result of its abundance of operating capital, it has not shown the zeal for expansion of membership and for education that should be expected of a co-operative. Perhaps it needs the competition that profit stores would give it. It inherited its noncompetitive position.

Seven years ago the store was a typical school store; namely, a public ownership kind of institution run by a teacher with the help of students, who were expected to benefit in mathematics and in bookkeeping and salesmanship skills. In still earlier years it had been a profit corporation, organized within an arithmetic class by the teacher, who was trying to help children understand the buying and selling of stock as well as merchandise. The decision to start a cooperative to take over the public ownership store followed study of different corporate forms by social-studies classes.

THE RESEARCH AND PRODUCTION COMPANY

For a long time the store co-op distributed as a social dividend, free to all members of the school, fountain-pen ink made by the science department. Recently, however, it has helped to start a separate corporation under the sponsorship of the science teacher for industrial research and production. It sells its products, ink, cold cream, fly poison, and paste, under its own trade name, *Respro*.

Had there been more aggressive leadership in the co-op at the time, probably it would have retained control of this manufacturing corporation and it might have secured permission from the Cooperative League to use the co-op label, which might have opened up channels for wider cooperative distribution of its products. Such relatively elaborate machinery, however, is a bit complicated for such young children. It would be more appropriate at the senior-high level.

EVOLVING ORGANIZATIONS

The economy of the little junior high school is varied, flexible, and ever changing. Initiative and social invention are encouraged. Organized services grow out of the immediate situation, the studies, and aspirations of succeeding school generations, and they are the real thing, no matter how toylike they may seem when tested by adult standards and preferences. Being real, though juvenile, they are suitable for analogy and comparison with real institutions everywhere.

As business evolves, the general government develops accordingly. The school council found it necessary in 1937 to enact a general corporation law, which has since been amended repeatedly. It provides for incorporation and dissolution, prohibits proxy voting, and requires shareholders to attend all shareholders' meetings, provides for termination of membership when leaving the school, and repurchase of shares, and payment of earned interest and dividends.

TEACHERS, SUBJECTS, SCHEDULES

The economic enterprises, like other self-governmental projects, are considered to be as important in the curriculum as are social studies and arithmetic; in fact, they are social studies and arithmetic, and a great deal more besides. Teachers sponsor them as seriously as they teach a class, and are programmed accordingly. As sponsors and as class teachers, they help the children to carry out their responsibilities successfully and to learn as much in connection with them as possible. Writing the minutes, keeping the books, making the reports, struggling with problems of management and policy, and prompt and faithful execution of trusts hold a high rank in subject classes.

To reduce interruption of class sessions, meetings of boards are held at certain hours on a certain day of the week. Notice of membership meetings must be given two days in advance. The student's adviser and social-studies teacher determine the extent of his activities and see that his program is as well integrated and balanced as possible. Probably a third of the students take an active part in the business organizations. These give one to two school hours out of thirty to meetings and special tasks incident to them. While this is a small proportion, like the vitamins in one's diet, it must be remembered that these activities are disproportionately potent and vitalizing.

RESULTS

A real attempt at valuation would require another article. Briefly, the teachers believe that they help:

1. To broaden teachers and parents, integrate subjects, vitalize teaching
2. To unite teachers, children, and parents by means of their interest in breadwinning and economic power, and by means of a common economic vocabulary that enables them to understand one another on this subject
3. To imbue children with the spirit of democracy and to engage them educationally in the exercise of popular sovereignty in economic organization
4. To give every child status, the security of being useful and needed, the habits and skills of faithful execution of trusts in a vital area of culture, and the personal growth that results from self-dedication to a worthy enterprise

Without doubt such projects in free economic enterprise are good for children and teachers. Is it not reasonable to expect them to influence the corporation of the future, with advantage to popular sovereignty and the common welfare?

S. R. Logan is Associate Superintendent of Schools in Winnetka, Illinois. The use of a corporate structure in the setting up of business facilities by the undergraduates at Winnetka has attracted wide attention in educational circles. Cooperative corporations are only one of the types used and studied. Mr. Logan is also Liaison Officer on Cooperatives and Credit Unions of the Progressive Education Association.

CREDIT UNIONS MOLD CHARACTER

J. ORRIN SHIPE

John Zadel was a truck driver. He had a wife and two children. He found it difficult to make his pay check provide life's necessities for his family. Through painful economizing John managed to save a few dollars in his community credit union. John saw an opportunity. If he were able to buy a truck, he could get a contract hauling for a new State highway. With ordinary luck he would soon be in business for himself. Then his wife, his children would no longer be denied sufficient food, clothing, adequate medical care and education.

John applied to his credit union for a loan so he could buy the truck.

The credit union granted the loan and everything went as John had planned for five months. Then John became ill. He was flat on his back in bed. He could not drive his truck. He had no income. His family needed money for food. The doctor's bill was rapidly soaring; in addition his loan to the credit union was overdue.

John expected to lose everything and to be set back so far that he would never again dare to even hope for anything better.

The board of directors of the credit union met. They discussed John's case. Should they replevin his truck and wash their hands of the matter? If they did that now they would recover enough from the sale of the truck to liquidate John's loan.

The board of directors decided differently. They hired a man to drive John's truck. John's contract was protected. At the end of six months John was completely recovered. The earnings of the truck paid for not only the driver's salary, but also John's doctor bills, his family's living expenses, and the payments on the truck.

Thousands of similar stories could be told. For this is more or less routine in the twelve thousand credit unions operating in North America, the Canal Zone, and the Hawaiian Islands, in every province of Canada, and every State of the United States. These credit unions serve over 4,000,000 members. They have assets in excess of \$375,000,000. They loan about \$400,000,000 annually to their members. Credit unions operate well among employee groups, farmers, church groups, labor unions, and lodges or cooperatives.

The credit union is a cooperative thrift and credit organization. It has three objectives: (1) to encourage thrift, (2) to provide a source of credit, and (3) to educate in the democratic control and management of finance.

Credit unions are easy to organize and relatively simple to operate. Seven persons of a group having a common bond of interest such as employment, association, or residence may apply either to State or Federal Government for a credit union charter. Their records are audited by representatives of the chartering agency usually once a year.

Since credit unions are cooperative each member has one vote no matter how many dollars he may have on deposit. He exercises his vote once a year at the annual membership meeting. At that time he also elects directors and committee members, decides how much to pay the treasurer (the only officer who usually may be compensated), and how much the dividend rate on shares will be.

The credit union idea has been steadily spreading since the first credit union was organized in 1848 at Flammersfeld, Germany. The first credit union in North America was organized at Levis, Quebec, in 1900. St. Mary's Parish at Manchester, New Hampshire, operates the first credit union organized in the United States. Massachusetts passed the first credit union enabling law in 1909. The credit union movement developed rapidly in the United States as a result of the work of the Credit Union National Extension Bureau. This bureau functioned from 1921 to 1934. It was financed as a disinterested public service by E. A. Filene. It obtained the passage of many State laws and the Federal Act. It also organized many credit unions.

The bureau's work is now carried on by State leagues and a Credit Union National Association, which are owned, operated, and controlled by credit unions.

Credit unions are operated by all kinds of people from pigstickers in packing houses to college professors. They have been remarkably successful. They are clearly demonstrating that the average person can manage his own finances and does not have to be a superman or hire a superman to do it for him. Experience has shown that members repay their loans to credit unions readily and without the difficulty other organizations usually have. Many leaders in the worlds of business, labor, agriculture, religion, and cooperation have put themselves on record as to the effect of cooperatives in reducing the distress of employees, and making a constructive contribution to people's welfare. The credit union has demonstrated its value in developing the individual and in developing the community under a wide variety of conditions. Like any other form of cooperative the scope of its effect is dependent on the degree to which its members understand its implications.

J. Orrin Shipe went to the Credit Union National Association as its first education director in January 1940 after a number of years of experience working with the credit unions in the Buffalo, New York, area.

NEXT STEPS IN COOPERATIVE EDUCATION

ROBERT L. SMITH

The growth and increasing unity in the cooperative movement in the United States, which the previous articles reflect, obviously indicate that changes in emphasis, method, and scope of cooperative education should be taking place at an equally rapid rate. They are. To many, the term cooperative education is baffling. To those who are unhappy unless terms are subject to clear-cut definition and limitation, the concept of cooperative education is bound to bring unhappiness for, to the cooperator, it covers a multitude of methods and fields. Cooperators find the distinctions between business and education almost impossible to draw, so interwoven and interacting are both processes. For practical purposes the movement does attempt to shape a different focus for "publicity" and "training" and "cooperative fundamentals," but it is hard to know just when one has crossed the line.

Funk and Wagnall's defines education as "the systematic development and cultivation of the normal powers of intellect, feeling and conduct so as to render them efficient in some particular form of living or for life in general." In a world where "life in general" has not been conceived along cooperative lines, cooperative education is faced with the necessity of education to render people's faculties efficient in this particular (*i.e.*, cooperative) form of living. Cooperative education therefore has four aspects.

1. *Education of the public.* Some would argue that this is publicity or advertising. Cooperators would concede this to be so in part, but would insist that the process must be carried much farther. Cooperatives in their publicity seek not only to get their name before the public but to get across the fundamental ways in which cooperatives differ from ordinary businesses, the structural reasons why cooperatives function in the public interest, the responsibilities that must be assumed to use a cooperative wisely or start one soundly. While publicity may attract new curiosity, the process of educating the curious must begin immediately or nothing is gained. There is no magic about cooperatives. They offer a sound and effective method of organizing business only to the extent that people understand how to apply the technique both in spirit and practice.

2. *Membership education.* Tombstones are the inevitable markers of

cooperatives whose membership education has been inadequate. The job is never done. First must come an understanding of how the co-op meets their needs, then its structure, methods, philosophy, historical development, relation to basic economic, ethical, and business problems. Then, forever, the facts about the co-op: its business, its financing, its possibilities for expansion, its services and facilities and headaches.

A part of the membership will become leadership. There is a tremendous job to keep horizons broadened, to develop capacity for analysis and sound judgment on business, educational, and organizational matters.

3. *Employee education.* Paid personnel is in a key position in cooperatives. The men and women at the checking counter or at the gas pump or on the insurance agency force give the public their introduction to co-ops many times. They must be equally efficient in the discharge of their technical responsibilities and in their interpretation of the cooperative idea. To the extent that they see their work as a career they build a movement; to the extent that they see it as a job they lose the chance to make a life as well as a living.

4. *Education as citizens.* Only part of the education done by cooperatives is conscious and organized, as Dr. Bogardus has pointed out in his article. Much is the direct result of the sense of individual responsibility, independent judgment, combined with group action and group achievement that the cooperatives foster. Whether or not this carries over into other community relationships is largely dependent on two factors. The first is the period of development, and the second, leadership conscious of these opportunities for community service. When a cooperative is new, it is faced with so many problems—relationships, discovering leadership, gaining experience, raising capital, gaining adequate volume, breaking in personnel—that its members find little time to use their cooperative approach in meeting community problems beyond the sphere of immediate application. Yet there is ample evidence that at some point when a degree of stability is achieved, members of a cooperative in which an effective educational program has been conducted, in which there is a sense of belonging to a movement and having a conscious cooperative philosophy, begin to extend their influence to other community ventures.

Just as American men and women have for years carried on activities of a cooperative nature such as threshing, car pools, fraternity living, without ever appreciating the cooperative character of the activity or its implications for use in other fields, so the cooperative technique can remain

limited and circumscribed in its application without inspired leadership and conscious effort to apply it to an ever broadening area.

MANY MEDIA USED

Cooperators have been making rapid strides in their use of a variety of educational media. For many years pamphleteering has been an important form of cooperative education. Most libraries today have a good collection of books on cooperatives covering a wide range of approach. The last eight years in particular have seen extensive development in this field.

The cooperative press is now reaching impressive proportions. Practically every regional cooperative wholesale now has its newspaper. The organizations making up the membership of the Cooperative League of the U. S. A. publish 16 papers and magazines reaching 778,000 subscribers. These publications are increasingly carrying news behind the news, printing stories of significance to consumers skipped or minimized in the big dailies, carrying features on trends in economics, planning, monopoly, and other issues of public concern.

Only in January 1942 had integration of America's consumer co-ops developed far enough to produce a national documentary film, *Here Is Tomorrow*. This was the first step in what is now planned as a sustained advance in the use of the sound film as an educational instrument.

For the first time in the history of the American movement cooperatives are on the air with a coast-to-coast radio program "Here Is Tomorrow." The conviction has been growing among the membership that consumers' cooperation in an age of potential abundance has become an essential way of doing business instead of just a better way. Funds were raised by individual contributions to acquaint Americans with the existence of an alternative to stateism that meets the tests of democratic control combined with rationalization, and distribution at cost combined with safe and sound provision for business hazards. Oddly enough, the large circulation of cooperative newspapers among the membership is not paralleled by the dissemination of leadership material. At the present time plans are under way for the expansion and development of the present small national organ into an enlarged publication addressed to the leadership of the movement.

Since the fall of 1942, study materials have been produced on a national scale, both supplementing and replacing the material prepared by the regionals. This will undoubtedly be one of the significant new trends.

ADVERTISING DEBATE RECONCILED

The never ending debate between members of the advertising profession and their critics as to whether advertising is an important educational force or a social waste becomes reconciled in cooperative advertising. Members need to know the facts about items. They need to learn of new items. They want ideas for the better use of old items. Since cooperatives are purchasing rather than selling organizations, they are a wide-open heaven for ethical advertising men, for there is no incentive to fool oneself or waste one's own money. I say a wide-open heaven advisedly, for the fact is that little imaginative use has been made of the unique opportunity for education through cooperative advertising. What can be done is illustrated by the experience of the Eastern Cooperative Wholesale in featuring dry skim milk. Few people understood what food values dry skim milk has, how it can be used, and the fact that the spray-process milk when reconstituted by merely adding water can be used for drinking. Full-page advertisements in the *Cooperator*, store posters and displays, sampling at membership meetings, and investigation by nutrition-study groups soon had thousands of people using dry skim milk and getting five quarts of milk for the cost of two. When a bill was introduced in Congress calling for a change in name from dry skim milk to "separated milk" because "to the public skim milk was just so much hog feed, not good nourishment for a decent human being," we were able to make this statement: "The issue of our publication, the *Cooperator*, which carried the announcement of dry skim milk with recipes and use suggestions produced one of the best mail responses we have had. The response seems to have come from several different types of interest: families desperately needing the food values of milk, appreciative of being able to get it within their budget through the economical packages being offered in Co-op stores; families with more adequate budgets, but interested in wise and skillful use of their food budget; families appreciative of the convenience value of dry skim milk for camping, cooking, and uses where refrigeration is difficult. As a result of our experience, it is our conviction that the American public is not only interested but excited about dry skim milk, and no large scale educational problem is involved in securing public use of it. The name presents no obstacle and the only thing that would seem to limit its distribution would be any change which would necessitate rise instead of a decline in the cost of the item."

At the present time a program of educational advertising along the same lines is being planned on dry brewers' yeast, the best and least expensive source of Vitamin B complex. Commercial agencies have kept its uses buried in part by labeling it as a cure for pellagra and thereby casting social stigma on its use.

HELP WANTED

At any moment one must choose from the infinite number of next steps in cooperative education those few which trends and needs and opportunities bring into focus most sharply. Here are some on which the help of teachers and researchers would prove especially helpful.

1. *Education of school children.* The articles by C. Maurice Wieting and S. R. Logan point a significant next step in cooperative education. The folk schools of Denmark are reputed to have laid a foundation of cooperative patterns of action that led one author to say "When a Dane is faced with a problem he forms a cooperative." The dual development of including cooperatives in the curriculum and giving students an opportunity to observe the strengths and weaknesses of cooperative as well as profit and public businesses through firsthand experience is a next step that can be taken only by teachers. The effect on education by cooperatives will of course be far-reaching.

Cooperatives are putting much time and effort on adult education on cooperative fundamentals, the necessity for which would be eliminated after a decade of elementary- and high-school education of the type being conducted at Winnetka. Moreover, much time and effectiveness is lost when entirely new habits of thought and relationship have to be established in adults.

2. *Planned sequence in education of leadership.* Cooperative education needs badly the help of sociologists and psychologists on the question of planned sequence in education and the means of measuring progress. At present a consumer can join and find some facilities and materials for learning the fundamentals of cooperative philosophy and methods. But from there on it is up to him. There are some books, there are some leadership publications, there are some conferences. But there is no planned series of steps or materials by which a person interested in the field of cooperative education can extend and perfect his knowledge and have the satisfaction of setting a course and seeing the milestones passed. This lack is equally present for one interested in cooperative business or cooperative

finance. Most seasoned organizations of men, women, or children have developed a sequence of training and methods of recognizing achievement. Most psychologists are critical of present programs and methods of this sort as making the award the goal instead of making the satisfaction resulting from the activity the end reward. Cooperators would welcome the help of interested educators on this problem. From the standpoint of the individual there is a need to establish a pattern by which a person can plan a career of study and activity as a layman in the field of cooperative finance, for example. It ought to be possible to provide certain pamphlets, certain books, certain articles, certain methods of charting, etc., coupled with practical work on a budget committee or an audit committee or a finance committee of a local cooperative or a similar committee of a regional association, and to develop a form of recognition and motivation sociologically and psychologically sound.

From the standpoint of the organization a means of measurement of educational progress is needed. Some method of checking the rate at which a new member moves from a curious purchaser to a convinced cooperator, and from a convinced cooperator to an effective one, would do much to facilitate setting objectives and checking results. This implies obviously both quantitative and qualitative measurement.

3. *Training of personnel.* Thus far cooperatives have scarcely used modern methods of job analysis and vocational aptitude testing. The help of educators is badly needed in analyzing such a complex problem as "What makes a good manager of a co-op food store?" Next steps in training will probably be closely related to analysis of the aptitude of successful and unsuccessful personnel. On this, help would be welcomed.

4. *Farm-city relationships.* Consumer cooperatives are one of the few natural bridges between farm and city dwellers. As consumers, the interest of a farmer or a townsman is identical in insurance protection at low cost, or better groceries for less money, or gasoline for car or tractor. The need for a philosophy of life combined with a practical mode of action that is based on the assumption that the good of one is tied to the good of all is shared by both farm and city dweller. In practical business terms this fact has been clearly demonstrated. The cooperative Farm Bureau Mutual Automobile Insurance Company, which was started by Ohio farmers seventeen years ago, has become the fifth largest auto casualty mutual in the United States, and in the process consumers in towns and cities have become 52 per cent of the membership. The significance of this in sociological terms is less obvious. To bring out the points of common

interest and develop understanding of each others' problems on points of difference, experiments are being conducted in Ohio with study-action groups consciously bringing together a cross section of farm and city people. In the Minneapolis area similar experiments are under way, although there the emphasis is more on farm-labor relationships than farm-city. One of the unique sociological facts about the cooperative movement in the United States is its vertical structure cutting across usual horizontal class lines. Thus in the east the cooperatives started two decades ago consisted mostly of manual workers. Those started in the last eight years have had largely white-collar leadership. In the last six months, evidence has been growing that a wave of interest on the part of manual workers is building up. All are in the same movement, including the farm membership which is by far the largest fraction. This achievement, while a real contribution to national unity, presents serious problems of methods and materials for cooperative education.

5. *Educating for a people's peace.* Cooperatives can be genuinely proud of the extent to which the acts of the movement in the sphere of tolerance and international relationships coincide with cooperative philosophy. The problem of the development of the individual in this respect is no greater than that faced by the churches or other groups in the nation aware of the challenge. But our problem is simpler only in that our common meeting ground is our universally similar interests as consumers. The daily step-by-step progress of cooperatives toward a better world presents no conflict with their ultimate goal and their methods provide a happy unity between conviction and conduct not possible where the focus of an organization is on other than consumer interests. Nonetheless, it is obvious that not all cooperators have been touched by the movement's basic concepts of democracy and brotherhood, and, further, that not all who have are sufficiently informed on global economics or global sociology to have the judgment and tolerance that is going to be needed. No problem of greater significance will face American educators than this one. Cooperatives offer an unusually fertile field for effective education along these lines, but cooperative education will need all the help possible in materials and methods to meet their opportunity.

SUMMARY

In summary, we find the cooperative movement in America conducting a broad educational program in relation to the public, its membership, its employees, and the responsibilities of cooperators as citizens. In

this program almost every conceivable type of education is used, with the discussion method playing an extremely important role. An extensive press is gaining in quality, but materials directed to leadership are still limited. Use of films and radio is just beginning to come into the picture on a large scale with national coordination.

There are at least five educational jobs to be done on which the help of educators would be greatly appreciated:

1. The development of an understanding of cooperatives at grade- and high-school and college levels through both the curriculum and extra-curricular activities
2. The development of a planned sequence of leadership training materials, forms of recognition, and methods of measuring progress in this field
3. The development of techniques of job analysis and aptitude testing as a basis for advance in employee training programs
4. The development of methods and materials that would lead to greater use of the opportunity for bringing together farm and city dwellers through cooperatives
5. The development of materials and methods for backing up the unique opportunity of cooperatives to play a significant role in postwar reconstruction by the development of adequate understanding on the part of individual cooperators

REFERENCES

Books, pamphlets, and motion pictures listed in this section can be secured from:

Eastern Cooperative League
135 Kent Avenue
Brooklyn, New York

The Cooperative League of the U.S.A.
167 West 12th Street
New York City

BOOKS

The Morale of Democracy, by JERRY VOORHIS. New York: The Greystone Press. 93 pages. Co-op edition, 50 cents.

Three speeches of Congressman Voorhis, celebrating twenty-five years of the cooperative movement in America, summarize the growth of the movement, outline four major national problems which cooperation solves, and set forth the grounds of democratic hope for a new world. With an introduction by Wallace J. Campbell of the Cooperative League of the U.S.A. and an epilogue by Dr. J. P. Warbasse.

The People's Business, by JOSHUA K. BOLLES. New York: Harper and Brothers. 170 pages. Co-op edition, \$1.00. Regular price, \$2.00.

The growth of the consumer cooperative movement is vividly and comprehensively described by an experienced newspaperman who traveled 5,000 miles around the United States to see for himself why and how it works, why over 2,500,000 families are active in it, why last year they did a business of close to a billion dollars, and why the movement is growing more rapidly today than ever before. Those who are just beginning their cooperative book reading will like this one for a starter.

How to Teach Consumers' Cooperation, by C. MAURICE WIETING. New York: Harper and Brothers. 188 pages. Co-op edition, \$1.50. Regular price, \$2.50.

Educators will welcome Dr. Wieting's book, presenting as it does the results of his experience in the curriculum laboratory at Teachers College, Columbia. He surveys the present status of consumers' cooperation, as well as methods of teaching it, shows how it can be worked into curricula in different ways, and suggests units suitable for several types of classes.

Cooperative Democracy, by JAMES PETER WARBASSE. New York: Harper and Brothers. 4th edition. 270 pages. Special Cooperative League edition, \$1.50.

This volume, which has been published in six languages since it first appeared in 1923, is still the basic book presenting a discussion of the philosophy, methods, accomplishments, and possibilities of the cooperative movement and its relation to the state, science, art, commerce, and other systems of economic organization. It has been widely used as a textbook in schools in this country.

How to Buy More for Your Money, by SIDNEY MARGOLIUS. New York: Modern Age Books. 84 pages. \$1.00.

Presents the consumer cooperatives as a place for consumers to buy more and better things for their dollars. This book covers advice on most family needs, including food, furniture, clothes, furnishings, household supplies, cosmetics, etc.

The Story of Tompkinsville, by MARY ELLICOTT ARNOLD. New York: The Cooperative League. 102 pages. Cloth, \$1.00; paper, 65 cents.

How ten coal miners in Nova Scotia worked together with the author to build their own houses and rebuild their lives. Recommended to American social workers, pastors, and others vitally concerned with human rehabilitation. Provides detailed data on how to go about a venture of this kind.

The Consumers' Cooperative as a Distributive Agency, by ORIN E. BURLEY. New York: McGraw-Hill Book Company, Inc. 323 pages, \$3.00.

A well-rounded, objective treatment of consumers' cooperative distributive methods and policies, the performance of marketing functions, personnel and membership relations, etc.

Detailed consideration is given the various types of retail and wholesale cooperatives, and the "super" cooperative wholesale societies that function on a national scope.

A Cooperative Economy, by BENSON Y. LANDIS. New York: Harper and Brothers. 210 pages. Co-op edition, \$1.00. Regular price, \$2.00.

This book describes all the movements in the United States making for an economic democracy: the main voluntary cooperative movements—purchasing, finance, marketing; and five broad trends in "public cooperation"—taxation, regulation, public ownership, public credit, and the steps taken toward social security and national social standards. There are also discussions of labor unions, the family type farm, independent business, the professions, international cooperation, economic duties and rights.

MOTION PICTURES

Let's Cooperate. 16 mm. silent, 2½ reels, color. Rental, \$6.00.

The activities of the students of the Pine Mountain, N.C., Settlement School in establishing and running a co-op store which serves the community as well as the students interestingly portrayed.

Here Is Tomorrow. 16 mm. sound, 3 reels. Also 35 mm. sound. Rental, \$4.50.

A stirring documentary film telling in human terms the achievements of thousands of farmers and urban workers in building a "people's business" through working together with their neighbors.

Consumers Serve Themselves. 16 mm. sound or silent, 1 reel, color. Rental, \$3.00 sound, \$2.00 silent.

Co-op grocery distribution on the eastern seaboard. Scenes are typical of the activities of any co-op or wholesale, and show how cooperators are providing themselves with tested quality products.

The Co-ops Are Comin'. 16 mm. silent, 2½ reels, color, or black and white. Rental, \$6.50, for color film; \$3.00, black and white.

A visual record of cooperative progress in the Middle West. Photographed in connection with the first all-American 2,600 mile Co-op Tour in 1941, you visit with the tourists' cooperative mills and wholesales, department and grocery stores, gas stations, insurance companies, and the first cooperatively owned oil refinery and oil wells in this country.

Planning for a Saner World. 16 mm. sound, 2 reels, black and white. Rental, \$3.00.

Delegates to the 13th Biennial Congress of the Cooperative League of the U.S.A.—farmers and city dwellers, discussing and acting on the problems facing consumers.

The Turn of the Tide. 16 mm. sound, 4½ reels, color. Rental, \$15.00.

A dramatization of the story of the Maine lobster fishermen.

The Credit Union—John Doe's Bank. 16 mm. sound or silent, black and white or colored, 3 reels. Rental, \$4.00, \$6.00, \$7.00, or \$10.00, depending upon type of film.

PAMPHLETS

1. *Here Is Tomorrow*, Wallace J. Campbell. 10 cents
A summary of consumer cooperatives in America with pictures and commentary from the motion picture of the same name.
2. *Short Introduction to Consumers' Cooperation*, Ellis Cowling. 15 cents
A simple, readable outline of cooperative history and principles.
3. *Credit Unions—The People's Banks*, Maxwell Stewart. 10 cents
Introduction and description of cooperative "baby banks."
4. *Cooperation: The Dominant Economic Idea of the Future*. 10 cents
Henry A. Wallace's statement of the need for both consumer and producer co-ops.
5. *Cooperation between Producers and Consumers*, Murray D. Lincoln and E. R. Bowen. 10 cents
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